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THE ACCEPTANCE OF CERTAIN PROGRAMS AND SERVICES  
BY TWO GROUPS OF PARENTS OF TODDLERS

by

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A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
in partial fulfillment  
of the requirements for the degree  
Master of Science in Home Economics

Greensboro

1958

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#### ACKNOWLEDGMENT

The writer wishes to express her deep appreciation to Dr. Irwin V. Sperry, director of the thesis, for his constant encouragement and guidance throughout the extent of the study; to Mrs. Madeleine B. Street, Dr. Pauline E. Keeney, and Dr. Julia E. Heinlein for their constructive criticisms and assistance as members of the thesis committee.

Grateful acknowledgment is made to the forty mothers in Greensboro whose cooperation made this study possible; also, appreciation is expressed to the Family Life Research Staff of the School of Home Economics of The Woman's College and to Miss Joyce Lee Harris for their kindness and aid in contributing to the development of this thesis.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. REVIEW OF LITERATURE . . . . .	5
Parent Education . . . . .	5
Research on Literature Available to Parents . . . . .	11
Desired Information . . . . .	15
III. PROCEDURES USED AND FAMILY BACKGROUND DATA . . . . .	16
The Interview Guide . . . . .	16
The Analysis Sheet . . . . .	17
Sample Selection . . . . .	17
The Interviews . . . . .	18
Analyzing the Data . . . . .	18
Comparison of the Two Groups of Families . . . . .	19
IV. A COMPARISON OF THE RESPONSES GIVEN BY TWO GROUPS OF PARENTS	28
Organizational Participation of Parents . . . . .	28
Sources and Types of Information Used by the Parents Upon the Arrival of the Child in the Home . . . . .	31
Sources of Information Used By The Parents . . . . .	31
Sources of Information Considered Most Helpful By The Parents . . . . .	34
Sources of Information Which the Parents Desired . . . . .	35
Programs Heard and Meetings Attended by Parents Per- taining to the Rearing of Small Children . . . . .	36
Services and Programs Used by the Parents . . . . .	39
Television Programs . . . . .	42

CHAPTER	PAGE
Books, Periodicals, and Newspapers . . . . .	44
Favorable and Unfavorable Actions of the Children as Regarded by the Parents . . . . .	48
Unfavorable Actions of the Children . . . . .	50
Habits of the Children Which Gave the Parents the Most Concern . . . . .	52
Language Development . . . . .	52
Play . . . . .	53
Anger . . . . .	55
Information Parents Considered Most Helpful . . . . .	56
Parents' Anticipations for Their Children . . . . .	58
Knowledge of Child Rearing Regarded as Most Important by Parents . . . . .	61
Information and Help Desired by the Parents . . . . .	62
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	64
BIBLIOGRAPHY . . . . .	72
APPENDIX . . . . .	75
A. Interview Guide . . . . .	76
B. Data Analysis Sheet . . . . .	81
C. List of Materials in Sample Kit . . . . .	87

## LIST OF TABLES

TABLE		PAGE
I.	Ordinal Position of the Children in the Family . . . . .	19
II.	Ages of the Children . . . . .	20
III.	Ages of the Parents . . . . .	22
IV.	Occupational Status of Fathers . . . . .	26
V.	Numbers of Parents Participating in Organizations . . . . .	30
VI.	Sources of Information Used Upon Arrival of Child in the Home	32
VII.	Sources of Information Considered Most Helpful Upon Arrival of Child in the Home . . . . .	34
VIII.	Services Used by the Parents . . . . .	39
IX.	Parents Familiarity With A Selected Sample of Literature . .	46
X.	Actions of the Children Considered Favorable by the Parents .	49
XI.	Actions of the Children Considered Unfavorable by the Parents	51
XII.	Sources and Services of Information Parents Considered Most Helpful in Rearing Their Children . . . . .	57
XIII.	Ideas and Expectations Parents Have for Their Children . . .	59

## LIST OF FIGURES

FIGURE		PAGE
1.	Toddler Group and Non-Toddler Group Residences in the City of Greensboro, North Carolina . . . . .	24

## CHAPTER I

### INTRODUCTION

In recent years since the development of new interest in the young child, much has been written advising parents about their techniques with their children. However, relatively little material has been available concerning what parents actually do, where they obtain their ideas, and what they need and desire to assist them in personality development in their children and in developing effective guidance techniques. The pre-school child spends a great deal of his time at home; his home and parents are almost his entire world. Because of this new interest in the young child and the importance now placed on the development of the child during the early years, parents are realizing their place in the child's life and the influences they exert on their children. Thus, parents are looking for ways to learn more about the motivations of the young child and to provide him with wholesome opportunities for all-around growth.

For the purpose of giving toddler age children a group experience with other toddlers, and at the same time, to give parents an opportunity to observe their children and to discuss their common problems, a Toddler Group for children 18 months to 36 months of age was developed at The Woman's College of the University of North Carolina for the 1957-1958 school year. This group of twenty children and twenty mothers was divided into two smaller groups of ten children and ten mothers each. The two groups met twice a week individually; the mothers always accompanied their children to the meetings. One day a week the mothers observed their children

with others in the same group; and for the second meeting each week, they met together for an informal discussion period directed by a qualified leader. At this time, child development patterns and problems were analyzed. This discussion period allowed each parent freedom to contribute to the group thinking and to request help on individual problems if she so desired.

Two further objectives of this group were: (1) to give college students of The Woman's College of the University of North Carolina enrolled in child development, family life education, home economics education, elementary education, and psychology classes an opportunity to observe and study children of this age group and to compare them with children of nursery school age; and (2) to provide opportunities for research in child development.

It was believed that the mothers who attended the Woman's College Toddler Group were exposed to and had access to more and different information on child rearing than mothers who did not have access to the toddler group. Also, it was thought that there was a great deal of literature available from various sources which was not being utilized by parents of young children. Therefore, the purposes of this study are two-fold. The first objective was to obtain from the parents of children enrolled in the Woman's College Toddler Group and a group of parents whose children did not attend the Toddler Group, (a) the types of information used in rearing their children; (b) the sources of help used in rearing their children; and (c) the kinds of information for which they express a need. The second objective was to compare the types of information and the sources of help and information used by the parents of the children enrolled in the Woman's College Toddler Group with that used and sought by the parents whose



children did not attend the Toddler Group. It was thought that the mothers of the children who attended the Toddler Group would have some advantages in securing help in child care and training which might not be so readily available to the mothers of those who were not attending the Toddler Group. One reason for this was that the former group was exposed to the library of preschool literature in the Woman's College Nursery School, and had the opportunity to observe their children participating in a group experience which was directed by a qualified instructor of preschool education, as well as participating in the weekly discussion group.

A similar study<sup>1</sup> of the types and sources of information utilized and desired by parents has been conducted among parents of nursery age children. It was hoped that through a comparison of these two studies that a clearer view would be obtained of the information used and desired by parents of preschool age children. This, in turn, would suggest ways in which the Woman's College child development program could further aid parents in rearing their families.

Included in this study are several terms which need to be defined as to their particular use in relation to the study. These terms and their special meanings, as used here, are as follows:

Types of Information - includes information pertaining to child rearing problems related to the development of the young child.

Sources of Information - refers to the means by which parents obtain information concerning child rearing.

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<sup>1</sup> Joyce Lee Harris, "The Acceptance of Certain Programs and Services By Two Groups of Parents of Young Children," (Woman's College of the University of North Carolina, unpublished thesis), June, 1958.

The Preschool Age Child - is the child who has not yet reached school age or has not entered public school. As used in this study, it may refer to the child from about 18 months to five years.

The Toddler Age Child - refers to the child between the ages of 18 months and 36 months.

The Toddler Group - includes the twenty mothers who had children between the ages of 18 months and 36 months attending the Woman's College Toddler Group at the time this study was conducted.

The Non-toddler Group - refers to the twenty mothers in the comparative group who had children the same age, that is between 18 months and 36 months, who did not attend the Woman's College Toddler Group.

The succeeding chapters of this study include procedures, findings, and conclusions. Chapter II, a review of literature, presents a description of parent education and the need for it, research on available literature for parent education, and information desired by parents. In Chapter III there will be found the procedures employed for selection of a sample of parents to be interviewed, the methods used in collecting and analyzing the data, and a description of the two groups of parents. Data obtained from the two parent groups are presented in Chapter IV. Chapter V includes a summary of the study, the conclusions drawn from the data, and recommendations for future studies.

## CHAPTER II

### REVIEW OF LITERATURE

The literature relating to this study is concerned with the types and sources of information on parent education pertaining to child rearing available to and desired by parents of toddler age children on the subject of child rearing. It should be borne in mind that for the most part, literature available for parent education pertaining to the child 18 months to 36 months is found interwoven with and somewhat secondary to that of the preschool age child.

This survey of literature includes material which can be divided into certain areas, namely: parent education - its meaning, purposes, and importance; literature available to parents and research findings concerning this literature; and, information desired by parents.

#### Parent Education

The child of preschool age has been rediscovered in the last 50 years. He has **existed** as long as the race has existed; but, according to Gesell,

. . . his great importance in the scheme of things is rising into bold and arresting prominence. He has become in his way a social problem. It is as though he had suddenly acquired some magnetic power which compels us to look in his direction. He is the focus of attention from many quarters. He has a new status in social planning, in public health, even in science.<sup>1</sup>

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<sup>1</sup> The Chicago Association for Child Study and Parent Education, Intelligent Parenthood, (Chicago: University of Chicago Press, 1926), p. 255.

Increasing numbers of men and women are interested in learning how they can best carry out their tasks as parents and at the same time enjoy family living to the fullest extent. Parents in the latter half of the nineteenth century had already begun to doubt the efficacy of traditional ways of child rearing in a changing world.

The exact origin of parent education is unknown, but rudiments of it may be found long before the Christian era, if Plato's observations on the role of adults in the life of the child can be considered a clue to the early recognition of the importance of parent-education.<sup>2</sup> The White House Conference gave parent education a tremendous stimulus. Before this such education had remained informal and unorganized. During the last ten years, however, there was a remarkable development in the collection and distribution of organized material, mostly stimulated by the demands of the parents themselves and by the interest of educators and social workers whose work has led them to see the great need for it.<sup>3</sup>

At this point it would seem feasible to take a closer look at parent education and what it is. According to Bruch, it is not easy to say what parent education is because it is not a defined discipline.

It is a social movement, something akin to public opinion where the anonymous 'they' exercise enormous power though nobody knows exactly who 'they' are. Most parents are reached through the mass media, radio, newspapers, magazine articles, public lectures, parent-teacher meetings, etc.<sup>4</sup>

However, the United States Office of Education, and the Educational

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<sup>2</sup> White House Conference on Child Health and Protection, Parent Education, Section III Education and Training, Report of the Subcommittee on Types of Parent Education, Content, and Method, (New York, The Century Co., 1932), p. 31.

<sup>3</sup> Ibid., p. XIII.

<sup>4</sup> Hilde Bruch, "Parent Education or The Illusion of Omnipotence," American Journal of Orthopsychiatry, 24:729, October, 1954.

Division of the Federal Emergency Relief Administration issued this definition:

Parent education is a voluntary co-operative effort on the part of parents studying under qualified leadership to increase their understanding of child growth and development, of parent-child relationships, of family life, and of family-community relationships, and to improve their ability to perform their parts in these relationships with confidence and satisfaction.<sup>5</sup>

Another definition, given by Kent of the Arkansas State Department of Education, is not stated in such educational terms and is somewhat less explicit. Kent interprets parent education as being concerned with aiding parents in fulfilling with greater success their job as a parent. She also maintains that parent education helps parents themselves in understanding their own relation to their children as well as helping them to develop techniques of guidance for each individual in the family group.<sup>6</sup>

A definition proposed by the New York State Conference in Child Development and Parental Education seems to leave the way open for including in the field many diverse activities:

Parent education is education in preparation for more efficient control of the influences affecting family life (human relationships).<sup>7</sup>

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<sup>5</sup> Memorandum of Policies for the Organization and Leadership of Parent Activities within Emergency Education Programs (Washington, D. C.: United States Office of Education, and the Educational Division of the Internal Emergency Relief Administration, July 25, 1934), as quoted by Helen Leland Witmer, The Field of Parent Education: A Survey from the Viewpoint of Research, (New York: National Council of Parent Education, Inc., 1934), p. 2.

<sup>6</sup> Drusilla Kent, Arkansas: The Parent Education Program (Little Rock: Arkansas State Department of Education, Division of Vocational Home Economics, 1934; mimeographed). Ibid., p. 3.

<sup>7</sup> Report of Third Annual New York State Conference in Child Development and Parental Education, November, 1932 (Albany: The University of the State of New York, State Education Department, Child Development and Parental Education, 1933; mimeographed, pp. 8-9), Ibid., p. 3.

In addition, the report of the New York State Conference stated that parent education referred to education looking toward effective functioning as a parent.<sup>8</sup>

Although there are various definitions of parent education stated, Witmer believes that many of these are too broad to serve as adequate foundations for a research program because attention is thus concentrated on what the movement is doing rather than the real purpose of the program.<sup>9</sup> She further believes that the question of what parent education is might be better approached by inquiring what parent education does, or by taking a look at its objectives set forth in five general categories which represent various points of view and to some extent, various philosophies and assumptions. Frequently, several of these objectives are found together in the statement of a given organization's aims. According to Witmer, the primary goals of parent education are:

1. To interpret to parents the findings of specialists in regard to various aspects of child and family life
2. To modify or change the attitudes of parents toward their children and their behavior
3. To act as a therapeutic device for relieving personal maladjustment
4. To arouse in parents an interest in civic affairs with a view to developing an alert, informed, participating democracy
5. To provide a forum in which parents may verbalize their conceptions of the mores and attempt to adapt them to present conditions and trends<sup>10</sup>

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<sup>8</sup> Ibid., p. 3.

<sup>9</sup> Helen Leland Witmer, The Field of Parent Education: A Survey from the Viewpoint of Research (New York: National Council of Parent Education, Inc., 1934), p. 3.

<sup>10</sup> Ibid., p. 4.



In speaking of parent education, Gesell said that its great objective should be to assist the parent and the home, not to displace them.<sup>11</sup> On the other hand, Andrus and Peabody wrote in their A Primer on Parent Education that the purpose was to bring parents in touch with the findings of science and to show how these findings interpret the physical, mental, social, and emotional development of the child; and the part that adult attitudes and practices play in this development.<sup>12</sup> The above indicates that parent education should enable parents to evaluate traditional methods of rearing children in the light of scientific investigations.

According to Evelyn Millis Duvall and Sylvanus Milne Duvall, there is a need for parent education today because good, sound child guidance calls for far more than good intentions alone - more and more it is becoming apparent that all parents need special training in the area of child rearing practices.<sup>13</sup>

In viewing types of parent education, Thurston stated in the report of the Sub-Committee of the White House Conference on Child Health and Protection that discussion was rapidly becoming the most widely accepted technique of parent education.<sup>14</sup>

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<sup>11</sup> The Chicago Association for Child Study and Parent Education, op. cit., p. 255.

<sup>12</sup> Ruth Andrus and May E. Peabody, A Primer on Parent Education (Albany: Bulletin of the University of the State of New York, State Education Department, Child Development and Parent Education, n. d.), Witmer, op. cit., p. 5.

<sup>13</sup> Evelyn Millis Duvall and Sylvanus Milne Duvall, Leading Parents Groups (New York: Abingdon-Cokesbury Press, 1946), p. 9.

<sup>14</sup> White House Conference on Child Health and Protection, op. cit., p. 32.

Osborne states in his discussion of the role of the parent educator in parent education,

. . . by far the most effective channel is that of the discussion group. The thinking and feeling together, the drawing on one another's experience as well as using the resources which the leader offers, provide for parents, a kind of educative experience that is most valuable.

Such discussion groups, however, if they are to be effective, must have skilled leadership. The common charge that discussion is only 'pooled ignorance' may well be valid where there isn't adequate leadership.<sup>15</sup>

An evaluation of methods of parent education by Jerome D. Frank reveals that when a comparison is made with mass media, such as lectures, pamphlets, films, etc., which give the recipient no chance to express his opinions, the free discussion group is a more powerful influence for change, even though it reaches fewer people. During these free discussions the leader is not so much an authority as an interpreter of relations among group members.<sup>16</sup>

In discussing the necessity of parent education, Lawrence K. Frank points out that

. . . discussion groups in which doubts, confusions, uncertainties, as well as feelings, may be clarified, provide a wiser way for parent education, because it recognizes that individuals need time and the support of others to alter their thinking and to revise their relations.<sup>17</sup>

Brim found in his study of the evaluation of the effects of parent education that the majority of the cases studied received beneficial

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<sup>15</sup> Ernest G. Osborne, "What Is A Parent Education?" Child Study, 33:7, Fall, 1956.

<sup>16</sup> Jerome D. Frank, "How Do Parents Learn?" Child Study, 30:17, Summer, 1953.

<sup>17</sup> Lawrence K. Frank, "Is Parent Education Necessary?" Child Study, 33:14, Fall, 1956.



results from parent education programs.<sup>18</sup>

A research program conducted by Shapiro which measured the child rearing attitudes of parents before and after exposure to a parent education program resulted in the following statement:

The findings support the belief that exposure to a group discussion technique will modify parental child-rearing attitudes in a pre-determined direction. They further reveal that change in child-rearing attitudes is positively related to the amount of exposure to group discussion. Thus despite the recognition that for some parents a change in attitudes may require a process of therapy or long-term counseling, it has been demonstrated that for other parents, change in child-rearing attitudes may be achieved as the result of participation in a series of educational group discussions.<sup>19</sup>

#### Research on Literature Available to Parents

Study or discussion groups and parent education organizations in general are not the only sources from which parents receive information on child-rearing and allied subjects. Books, magazines, newspaper articles, radio, and television programs play a large part in parent instruction. Much of the literature, especially that provided in periodicals, is set forth in "advice columns," question and answer articles, public opinion, or case studies.

One study reported that 135 different periodicals carry parent education materials. The findings indicated that the type of material, the number of people it reaches, and their opinion of it, have received

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<sup>18</sup> Orville G. Brim, Jr., "Evaluating the Effects of Parent Education," Marriage and Family Living, 19:56, February, 1957.

<sup>19</sup> I. S. Shapiro, "Is Group Parent Education Worth While? A Research Report," Marriage and Family Living, 18:159, May, 1956.

little attention from parent education researchers.<sup>20</sup>

The data presented in a report by Ojemann tend to indicate that current newspaper and magazine materials are not supplying the methods basic to effective human relations. They are found wanting in some important characteristics that limit their contributions as a constructive social force. In this investigation, articles appearing in five popular monthly magazines and a selected sampling of metropolitan dailies were studied.<sup>21</sup> Ojemann further indicates that one of the factors limiting the usefulness of much child development material is the vague quality of the generalizations used. Therefore, the net result of the data tends to be that much of the written material leans toward too general descriptions of what is to be done, with few concrete suggestions as to how principles can be applied.<sup>22</sup>

Spock and Gesell, authors of child care books, were cited by Brieland in his study of popular parent education literature as "household" words for parents. Many parents have used Gesell's norms as a check on their own children. There is a danger in this, however, in that Gesell's material is sometimes used as a "cookbook," and often parents have become

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<sup>20</sup> Georgianna L. Williams, "An Investigation of Public Interest in Parent Education as Indicated in Periodical Literature of a Non-Technical Nature," abstract in New York State Research Studies and Experimental Programs in Parent Education and Child Development. (Prepared for the Fourth Annual New York State Conference in Child Development and Parent Education at Poughkeepsie, New York, November, 1933, by the New York State Research Committee), cited by Helen Leland Witmer, op. cit., p. 48.

<sup>21</sup> Ralph H. Ojemann, "A Functional Analysis of Child Development Material in Current Newspapers and Magazines," Child Development, 18-19:76, March, 1948.

<sup>22</sup> Ibid., p. 85.

unduly anxious because their child does not correspond to Gesell's growth gradients.<sup>23</sup>

The Encyclopedia of Child Care and Guidance is the most massive volume designed for parents. It is edited by Gruenberg and includes articles by such well-known researchers as Bayley, Escalona, and Macfarlane. Little attention is given by parents to results of these studies.<sup>24</sup> It seems, however, that the pamphlets most popular with parents are the United States Children's Bureau publications, Public Affairs, and the Better Living series. These, according to Brieland, are concerned with topics considered most interesting to parents and family life educators.<sup>25</sup>

Brieland's survey further indicated that Parent's Magazine and National Parent-Teacher, both of which offer various educational articles by professional parent educators, were the two magazines of this type with the widest circulation. Three other magazines, although they are not primarily educational magazines, gave attention to the subject of child care through articles written by Senn and Spock. These were: Woman's Home Companion, Ladies Home Journal, and McCall's. Although it is no longer in circulation, The Woman's Home Companion gave the most adequate attention to research in publishing special articles on handicapped babies, the Salk tests, remedial reading, and speech development.<sup>26</sup>

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<sup>23</sup> Donald Brieland, "Uses of Research in Recent Popular Parent Education Literature," Marriage and Family Living, 19:60, February, 1957.

<sup>24</sup> Sidonie Matsner Gruenberg, (ed.) The Encyclopedia of Child Guidance, (New York: Doubleday, 1954), 1016 pp.

<sup>25</sup> Brieland, op. cit., p. 61.

<sup>26</sup> Ibid., p. 62.

Although the interpretation of the findings of research studies should be a means of parent education, popular literature at present does not further this objective very well. Brieland gives five possible reasons, which may explain why research does not appear more frequently:

1. Many of the problems being studied are not of particular interest to parents.
2. Research studies often contradict each other.
3. Many researchers write primarily for other researchers and assume little responsibility to present their results to parents.
4. Statistical language is a barrier in making research interesting to parents.
5. A suspicion of "guinea pigism" makes research unpopular.<sup>27</sup>

A research report by Sperry, Deininger, and Wilson described sources of help and information concerning young children available to parents in three counties in the Piedmont section of North Carolina. In addition to literature which came from a variety of sources, there were in one or more of the three counties at least eighteen different channels of help and/or information concerning young children which parents might have utilized.<sup>28</sup>

Another research study has been made, the results of which are available, on the sources of information utilized and desired by parents of nursery age children. This includes children ages three to five. The report of this study shows the variety of resources which a local group of parents utilized and includes literature as well as many other sources.<sup>29</sup>

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<sup>27</sup> Ibid., p. 63.

<sup>28</sup> Irwin V. Sperry, Marian MacN. Deininger, and Ruth F. Wilson, Sources of Help and Information Concerning Young Children, (Raleigh: Agricultural Experiment Station, 1958), 16 pp.

<sup>29</sup> Joyce Lee Harris, "The Acceptance of Certain Programs and Services By Two Groups of Parents of Young Children," (The Consolidated University of North Carolina, unpublished thesis), June, 1958.

Desired Information

Other than the book, Parents' Questions, compiled by the Child Study Association of America,<sup>30</sup> there was no indication found of any material on the services or sources of information which parents wish. This book is composed of questions raised by many hundreds of parents and the responses made in study groups, by correspondence, and in private consultation.

Though a large amount of information is available concerning the various stages of growth and characteristics of the preschool age child, the findings of this survey of literature indicate that almost no research has been conducted in the area of parent education information available to and desired by parents of toddler age children.

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<sup>30</sup> The Child Study Association of America, Parents' Questions (New York: Harper and Brothers, 1947). 256 pp.

## CHAPTER III

### PROCEDURES USED AND FAMILY BACKGROUND DATA

Several procedures were employed in collecting data for the comparison of the sources and services used in child rearing by the parents of the children attending the Woman's College Toddler Group and a group of parents of children who do not attend the Toddler Group. These procedures involved the development of an interview guide, an analysis sheet for compiling the data, selection of the sample groups, interviewing the parents in the sample, and analyzing the data obtained from the parents.

#### The Interview Guide

The interview guide used for this study of the types and sources of information used by 40 parents, was revised from an unpublished interview guide developed and tested by the Family Life Research Staff of the Woman's College of the University of North Carolina cooperating with the North Carolina Agricultural Experiment Station for a similar study being made with rural families. This guide was utilized because it was of aid in asking particular questions concerning the sources of information and services these parents used and desired. It also gave the mothers an opportunity to speak freely concerning their child training procedures.

A few revisions were made in the interview guide used for this study. These were made in the areas concerning family background data, available programs and **services** which offered information, and specific questions related to the toddler age child. These changes were made to obtain more specific answers to questions about socio-economic levels of



the families, and to give the parents an opportunity to discuss their toddler age children more freely (See Appendix A).

To test the feasibility of the interview guide in this study, five pre-test interviews were conducted at random with parents of toddler age children of about the same socio-economic level as the two groups of parents to be interviewed later for this study.

The information obtained from the pre-test interviews proved to be of a satisfactory nature, thus, no further revisions were made in the interview guide.

The pre-tests were made with the aid of a tape recorder. As this means of collecting data provided a thorough method, the tape recorder was afterwards used in all of the interviews. The use of the tape recorder facilitated the interviews and made it possible to listen to the responses rather than having to write them.

#### Analysis Sheet

As the interview guide was adapted from one developed for the current study being made by the Family Life Research Staff, the data analysis sheet of that particular study was also employed and revised to correspond with the altered interview guide chosen for this study (See Appendix B).

#### Sample Selection

The first group of parents to be interviewed for this study were the twenty parents of the children enrolled in the Woman's College of the University of North Carolina Toddler Group in the Spring session of 1958. Each of these twenty mothers was asked for the name of at least one other parent of the same socio-economic level as herself, one whom they felt would be willing to be interviewed. The twenty non-toddler group parents were selected from

the list of names given by the toddler group mothers. This method was utilized in order to obtain as nearly as possible, a group of the same socioeconomic status as the toddler group parents. Both groups were contacted by telephone, at which time the purpose of this study was explained and an appointment arranged for the tape recorded interview.

### Interviews

By use of the interview guide and the tape recorder, the investigator conducted the interviews in the homes of the parents concerned. The time required for each interview was, on the average, an hour and a half. Some, of course, required less time, some more, depending a great deal upon how much the mother could recall of her child rearing practices or how often the parent's attention was diverted to household tasks.

During the interview the questions were directed wholly to the study. Many of the mothers made interesting, detailed comments pertaining to their toddler age children, giving a clearer understanding of their philosophy, as well as of their needs and desires in the field of child development.

### Analyzing the Data

Data from the interviews were transcribed from the tapes to the data analysis sheets. These sheets summarized the information obtained in a concise, methodical way to give a clear, overall view of the parents' practices in "bringing up" their families. Some of the pertinent information came in more or less casual conversation rather than in direct answers to specific questions. Nevertheless, the responses were recorded in the appropriate places on the data analysis sheet.



### Comparison of the Two Groups of Families

Both groups of parents interviewed for this study were selected because of their anticipated similarity; however, background data of the families were accumulated to show more positively that the groups were comparable. These background data were obtained by questioning the parents regarding their ages as well as the ages of their children; the number of children in the family; the matrimonial background of the parents; the length of residence, home ownership, location of the home; the educational background of the mother and father; their occupational status, and their participation in organizations.

The following tables show the similarity of these background data in regard to the two groups of parents, the primary exception being their participation in organizations. This exception is discussed in Chapter IV. Table I provides data which indicates the similarity in ordinal position of

TABLE I

#### ORDINAL POSITION OF THE CHILDREN IN THE FAMILY

Ordinal Position	Toddler Group Children		Non-toddler Group Children	
	Num- ber	Per Cent	Num- ber	Per Cent
1st	10	50.0	11	55.0
2nd	6	30.0	6	30.0
3rd	3	15.0	2	10.0
4th	1	5.0	1	5.0
Total	20	100.0	20	100.0

the two groups of children. It is also indicative of the experience or the lack of experience which the mother had with children before the toddler age child arrived in the home. Ten in the Toddler Group were first children,

while eleven in the opposite group occupied this position; therefore, about one-half of the mothers in each group had had experience in rearing their own children prior to the birth of this toddler age child. The ages of the siblings in the Toddler Group ranged from 24 months to 14 years; the ages of those in the non-toddler section were from 5 months to 12 years. Thus the age range of the two groups of siblings is quite similar which may indicate that the problems of growth and development would be comparable.

There were 37 children in the toddler group families and 40 in the non-toddler group. In the toddler group families interviewed, there were 15 older siblings and two younger ones. In the non-toddler section, there were 14 older siblings and six younger ones.

Table II indicates the age range in three-month intervals of the two groups of children. Those in the Toddler Group range from 18 months to

TABLE II

## AGES OF THE CHILDREN

Age in Months	Toddler Group		Non-toddler Group		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
18-20 . . . . .	3	15.0	4	20.0	7	17.5
21-23 . . . . .	5	25.0	2	10.0	7	17.5
24-26 . . . . .	4	20.0	7	35.0	11	27.5
27-29 . . . . .	1	5.0	6	30.0	7	17.5
30-32 . . . . .	6	30.0	0	---	6	15.0
33-36 . . . . .	1	5.0	1	5.0	2	5.0
Total . . . . .	20	100.0	20	100.0	40	100.0

33 months; those in the comparative group are from 18 months to 34 months. Thirty per cent of the toddler group children were between the ages of 30 to 32 months while 35 per cent of the non-toddlers were from 24 to 26 months.

The mean ages of the two groups were 25.6 months and 24.3 months respectively. This shows the similarity in ages of the two groups which was to be expected since both groups of children in the sample were within the ages of 18 to 36 months. However, it also indicates that the non-toddler group children were younger as a whole than the toddler group children.

Table III compares the ages of the mothers and fathers in the two groups. The maternal age in the Toddler Group ranges from 23 years to 40 years and in the Non-toddler Group from 25 years to 40 years. The mean age of the toddler group mothers was 31.9 years, while that of the comparative group was 29.7. The median age was 33.3 for the toddler mothers and 29.5 for their counterparts.

Seventy-five per cent of the toddler group mothers were between the ages of 31 years and 40 years, while 80 per cent of the non-toddler group mothers were between the ages of 26 years and 35 years. This difference in ages is possibly due to later marriages of the toddler group mothers.

The age range of the fathers in the Toddler Group was from 26 years to 57 years, while with the fathers of the other group, it was from 25 years to 43 years. The mean age of the toddler group fathers was 36.2 years and that of the non-toddler fathers was 32.7 years. For the fathers the median age was 36.5 years in the Toddler Group and 32 years in the Non-toddler Group.

The age range of the mothers in both groups was very similar, whereas that of the fathers in both sections shows that the toddler fathers were somewhat older. The mean ages of the parents indicate that the toddler group parents were slightly older than the non-toddler group parents.

TABLE III  
AGES OF THE PARENTS

Age in Years	Mothers		Fathers	
	Num- ber	Per Cent	Num- ber	Per Cent
Toddler Group				
21-25 . . . . .	2	10.0	0	----
26-30 . . . . .	4	20.0	6	30.0
31-35 . . . . .	9	45.0	4	20.0
35-40 . . . . .	5	25.0	6	30.0
41-45 . . . . .	0	----	2	10.0
46-50 . . . . .	0	----	1	5.0
51-55 . . . . .	0	----	0	0.0
56-60 . . . . .	0	----	1	5.0
Total . . . . .	20	100.0	20	100.0
Non-toddler Group				
21-25 . . . . .	3	15.0	1	5.0
26-30 . . . . .	8	40.0	7	35.0
31-35 . . . . .	8	40.0	8	40.0
35-40 . . . . .	1	5.0	3	15.0
41-45 . . . . .	0	----	1	5.0
46-50 . . . . .	0	----	0	----
51-55 . . . . .	0	----	0	----
56-60 . . . . .	0	----	0	----
Total . . . . .	20	100.0	20	100.0
Total				
21-25 . . . . .	5	12.5	1	2.5
26-30 . . . . .	12	30.0	13	32.5
31-35 . . . . .	17	42.5	12	30.0
35-40 . . . . .	6	15.0	9	22.5
41-45 . . . . .	0	----	3	7.5
46-50 . . . . .	0	----	1	2.5
51-55 . . . . .	0	----	0	----
56-60 . . . . .	0	----	1	2.5
Total . . . . .	40	100.0	40	100.0

The number of years the parents in the Toddler Group were married ranged from 3 years to 17½ years as compared to 3 years to 13 years in the Non-toddler Group. Two sets of parents in the Non-toddler Group had been previously married. In each of these two cases, both the husband and wife

had had one previous marriage. The toddler age child was from the present marriage in both instances. In addition, it should be noted that in two cases, one in each of the companion groups, the toddler age child was adopted.

There was a slight difference in the period of time the two groups had resided in their homes at the time of the interview. The length of residence of the toddler group parents ranged from 5 months to 8 years and the comparative group residence ranged from 1 week to 7 years in their present homes. The number who owned or rented their home was comparable in the two groups. Fifteen of the Toddler Group and 16 of the Non-toddler Group indicated that they owned or were in the process of buying their residences. Five from the Toddler Set and three from the opposite group stated that they were renting their home at the time of the interview. In one instance, a couple in the Non-toddler Group were living in accommodations provided by the husband's profession.

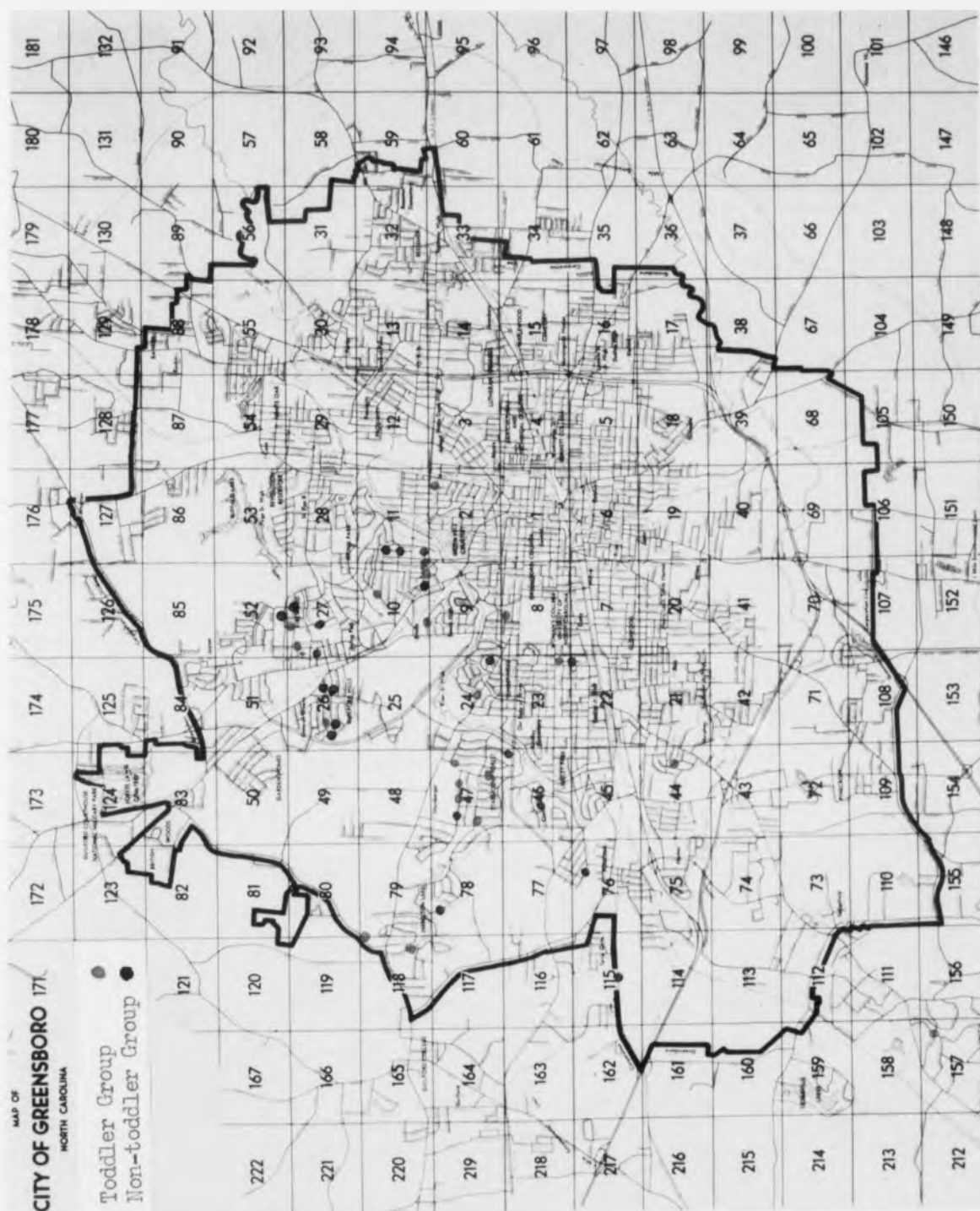
The locations of the two groups of parents' homes is also indicative of the similarity of the two groups. Figure I, a map of the City of Greensboro, illustrates the locations of the residences of the parents, showing that all of them lived in neighborhoods of approximately the same socio-economic level.

To demonstrate further the similarity between the two groups of parents, inquiry was made into the educational background of both the mothers and the fathers. All forty of the wives interviewed were high school graduates. Ninety-five per cent of the husbands from each group attended college, whereas eighty-five per cent of the toddler group fathers were college graduates. Attending graduate school were thirty-five per cent of the fathers, or seven from each group. Those seven in the Toddler



FIGURE I

Toddler Group and Non-toddler Group Residences  
in the City of Greensboro, North Carolina



Group were: a high-school teacher, two attorneys, two psychology professors, a registrar at a nearby university, and an eye, ear, nose, and throat specialist. In the Non-toddler Section, those who had attended graduate school were: an assistant actuary with an insurance company, a music professor at a nearby college, two attorneys, a neuro-surgeon, a school superintendent, and a clinical psychologist.

Seventy per cent of the toddler group mothers went to college while 90 per cent of the non-toddler wives had attended college. Forty-five per cent of the toddler group and fifty-five per cent of the non-toddler group mothers were college graduates. Five of the first group and three from the latter attended graduate school. In addition, 5 of the toddler and 2 of the non-toddler group mothers indicated that they had had some professional training beyond high school. Two mothers from each section had finished nurse's training, two from the Toddler Group had attended one year of business school, and one other toddler group mother had finished a year and a half of a medical assistant's course.

Indications from these data are that there **is** a close relationship between the two groups in educational attainment despite the slight difference noted in the extent of education in some few cases.

Table IV demonstrates that there is a similarity in occupational status between the two groups of parents, for the status of the fathers in both groups come within the same two categories: (1) "professional and managerial," and (2) "clerical and sales." Seventy per cent of the toddler group fathers were in category number one and sixty per cent of the non-toddler fell within this same classification. In the second category were thirty per cent of the toddler group fathers and 40 per cent of the non-toddler fathers; thus there is only a slight difference in the groups in this area.

TABLE IV  
OCCUPATIONAL STATUS OF FATHERS\*

Occupational Categories	Toddler Group		Non-toddler Group	
	Num-ber	Per Cent	Num-ber	Per Cent
Professional and Managerial . . . . .	14	70.0	12	60.0
Clerical and Sales . . . . .	6	30.0	8	40.0
Service . . . . .	0	0.0	0	0.0
Agriculture, Fishery, Forestry, etc. . . . .	0	0.0	0	0.0
Skilled Occupations . . . . .	0	0.0	0	0.0
Semi-skilled Occupations . . . . .	0	0.0	0	0.0
Unskilled Occupations . . . . .	0	0.0	0	0.0

\* Source of Categories: The Job Analysis and Information Section of Standards and Research, Dictionary of Occupational Titles, Part I, "Definitions of Titles," (Washington, D. C.: United States Government Printing Office, June, 1939), XVIII.

Four of the toddler group mothers were employed part time. Three of the mothers worked about three-quarters of the day and were home by mid-afternoon. Only two of the non-toddler group mothers worked outside the home and both of these stated that they were employed on a half-day basis. Those wives who worked employed a maid to keep their children during the mothers' working hours. One of the toddler group mothers worked at home tutoring grammar grade pupils in mathematics and reading; one directed a nursery school, one was employed as a bank teller, and one practiced occasionally as a physician in the infirmary of a local college. Although she was not included in the number of working mothers, one stated that she occasionally helped her husband in his work.

It is interesting to note that both of the non-toddler group mothers who worked part-time were music directors; one taught piano lessons in her home for several hours each morning and the other directed the children's



choir of a nearby church. As a result, she was away from her home only two afternoons a week.

## CHAPTER IV

### A COMPARISON OF THE RESPONSES GIVEN BY TWO GROUPS OF PARENTS

In the rearing of their children, it may be assumed that mothers use information from sources other than their own personal experience and knowledge. Another assumption which may be made is that this is equally true of mothers whose children have participated in the Woman's College Toddler Group and those whose children have not participated in this group.

This study was: (1) to learn from mothers of the Toddler Group and a comparable group of mothers whose children were not in the Toddler Group: (a) what types of information they used, (b) what the sources of this information were, and (c) what other information they desired, but were not able to obtain; and (2) to compare the types and the sources of information used by the mothers in these two groups.

Data for this study were obtained from two groups of parents. One group of twenty mothers of children 18 months to 36 months attended the Woman's College Toddler Group and the other group of twenty mothers of children 18 months to 36 months who did not attend the Woman's College Toddler Group.

A comparison of the information obtained from these two groups of mothers will be made in this chapter.

#### I. ORGANIZATIONAL PARTICIPATION OF PARENTS

Parents were asked to provide information pertaining to the organizations in which they participated and the degree of participation. The

organizations in which the parents participated were classified as: civic, social, religious, and professional. Questions pertaining to membership, attendance, committee participation, and offices held were asked in the hope that the responses given would provide information as to whether participation in community organizations influenced the types of child rearing information available to and used by parents.

Table V shows the number of parents in both groups who participated in religious, civic, social, and professional organizations. Participation of parents of both groups in civic and professional organizations was quite similar; however, participation of non-toddler parents in religious and social organizations was greater than that of toddler group parents. It would seem that there would be greater participation in organizations as a whole by the toddler group parents than the non-toddler group parents. There was a larger number of only children in the Toddler Group, and the siblings in the families where there were more than one child were older in years than those of the Non-toddler Group. Having only one child at home, as all of the siblings in the Toddler Group were either in school, kindergarten, or nursery school, the toddler group mother might be expected to have more time for organizational participation.

Similarity can be noted in the professional organization membership of the two groups of fathers. This similarity may be accounted for by the fact that both groups of parents were of similar occupational status, those of professional and managerial, and clerical and sales. These two occupational categories had perhaps a greater number of organizations in connection with them than do: (1) service, (2) agriculture, fishery, forestry, and kindred, (3) skilled, (4) semi-skilled, and (5) unskilled.

TABLE V

## NUMBERS OF PARENTS PARTICIPATING IN ORGANIZATIONS

Type of Organization		Membership		Attend Meetings		Committee Membership		Hold Office	
		Toddler Group	Non-toddler Group	Toddler Group	Non-toddler Group	Toddler Group	Non-toddler Group	Toddler Group	Non-toddler Group
Religious	Mothers	33	48	33	48	1	1	5	6
	Fathers	23	34	23	34	1	1	4	3
Civic	Mothers	13	14	13	13	0	0	2	2
	Fathers	12	17	12	17	1	2	3	4
Social	Mothers	25	47	25	13	6	1	1	3
	Fathers	9	36	9	12	0	1	0	1
Professional	Mothers	3	6	3	4	2	0	0	0
	Fathers	42	47	39	47	14	1	5	2

## II. SOURCES AND TYPES OF INFORMATION USED BY THE PARENTS UPON THE ARRIVAL OF THE CHILD IN THE HOME

In the majority of cases the parents' earliest experiences in child rearing began with the birth of the child; however, in two cases the children were several months old when they became part of the family. Therefore, the parents were asked to discuss the help and information they used upon the arrival of the child in the home. All of the mothers referred to their first child, for it was with the first child that they needed and obtained the most help. As one mother stated, "I drew from experience I had with my first child. I was real green then and had to ask everything." Those mothers who had older children indicated that they felt more self-confident and adequate in caring for their second child. They had learned that the child would not "wilt and blow away," as one mother expressed it.

As a whole the mothers indicated that they felt more natural and relaxed with their second child, but even though they felt more sure of themselves, they were still conscious of the need for further information in child rearing when the second child came. One mother said, "No matter how much reading and experience you have had, you still wonder what to do at times with the new one."

### Sources of Information Used by the Parents

The sources of information that the parents used upon the first arrival of the child in the home are shown in Table VI.

The mothers in both groups ranked books and pamphlets as the source most used. A good many of the mothers stated that "they read everything they could get their hands on." Most of them said they read pamphlets in the doctor's office, those they received from the food companies, any

TABLE VI  
SOURCES OF INFORMATION USED UPON ARRIVAL OF CHILD IN THE HOME

Source	Toddler Group			Non-toddler Group		
	Num- ber	Per Cent	Rank	Num- ber	Per Cent	Rank
Books and Pamphlets . . . . .	15	75.0	1	12	60.0	1
Relatives . . . . .	13	65.0	2	11	55.0	2.5
Previous Experience . . . . .	10	50.0	3	11	55.0	2.5
Friends and Neighbors . . . . .	9	45.0	4	6	30.0	7
Physician . . . . .	6	30.0	6	8	40.0	4
Practical Nurse . . . . .	6	30.0	6	7	35.0	5.5
Instinct, Common Sense, Nature	6	30.0	6	4	20.0	8
Miscellaneous . . . . .	5	25.0	8	7	35.0	5.5

obtained from friends, neighbors, relatives, or any other source from which they were offered.

Relatives and previous experience were ranked second and third, respectively, by both groups. By previous experience was meant experience with their older children, or a friend's or relative's child, or professional experience with children.

In the Non-toddler Group the physician ranked fourth, whereas in the Toddler Group, information from friends and neighbors was fourth. Information obtained from friends and neighbors included anything from informal chats over a cup of coffee in the morning, a special visit or telephone call, to observation of the methods in child rearing used by a neighbor or friend. Several mothers made the comment that when they and their friends got together, the general topic of conversation was their children. As a rule, these mothers used only the methods in child rearing which they considered good and helpful to them.

As can be noted in Table VI also, many mothers named the physician as a source of help used upon the arrival of the child in the home. The mothers seemed to feel free to ask their doctor any question pertaining to child development. They believed they could call him at any time and talk with him over the telephone or stop by his office at will. The mothers not only turned to their physicians for information concerning physical growth, but also emotional growth. Many had posed questions on child discipline to their physician.

Both groups received information from the practical nurse, as can be seen by the fact that 35 per cent of the Non-toddler Group and 30 per cent of the Toddler Group used this service.

Opinions relating to the services and/or information supplied by the practical nurse varied. This may be accounted for by the varying personalities of both the mothers and the practical nurses. Some of the mothers indicated that they thought they had received a wealth of knowledge from this source, while others felt as one mother who stated, "I don't care for practical nurses; I want to take care of my own baby. It means more to the mother as well as to the child." The mothers who used the services of the practical nurse employed her for a period of one to three weeks. Generally, the practical nurse aided the mother in feeding and bathing the child. Some mothers reported that the practical nurse washed the baby's clothes, looked after her, and "kept an eye on the rest of the family." The majority of the mothers was pleased with the help provided by the practical nurse while they regained their strength and learned to care for their children.

According to the toddler group mothers, instinct, common sense, nature, the physician, and the practical nurse as sources of information



ranked the same. Several mothers mentioned that care of the child came naturally. One made the following statement, "It is one of those things you do naturally. If you have a baby, you take care of it; you sort of grow with her."

Included in the miscellaneous category were a parent workshop, a Red Cross mother-baby care course, films on child care, visiting nurse, and maid. Also, two mothers stated their source of information to have been through trial and error.

#### Sources of Information Considered Most Helpful by the Parents

Table VII shows the sources of information which the parents in both groups considered most helpful upon the arrival of the child in the home. A close similarity exists between the two groups regarding the

TABLE VII

SOURCES OF INFORMATION CONSIDERED MOST HELPFUL UPON ARRIVAL  
OF CHILD IN THE HOME

Source	Toddler Group			Non-toddler Group		
	Num- ber	Per Cent	Rank	Num- ber	Per Cent	Rank
Books and Pamphlets . . . . .	10	50.0	1	6	30.0	3
Relatives . . . . .	6	30.0	2.5	3	15.0	5
Previous Experience . . . . .	6	30.0	2.5	7	35.0	1
Physician . . . . .	4	20.0	4	6	30.0	3
Miscellaneous . . . . .	3	15.0	5	6	30.0	3
Practical Nurse . . . . .	2	10.0	7	2	10.0	6.5
Friends and Neighbors . . . .	2	10.0	7	2	10.0	6.5
Instinct, Common Sense, Nature	2	10.0	7	1	5.0	8

sources of information mentioned as being most helpful when this event occurred; however, there are a few differences as to the rank given these sources by the mothers.



The toddler group mothers rated first, books and pamphlets; second, relatives and also previous experience. The non-toddler group mothers ranked previous experience first and gave equal ratings to three sources as their second most helpful source. These were books and pamphlets, physician, and miscellaneous. It is interesting to note that the practical nurse, friends and neighbors, instinct, common sense, and nature received the lowest rating by both of these groups of parents.

#### Sources of Information Which the Parents Desired

The parents of the two groups were asked if they could recall any help or information they wished they had had during the child's early infancy or at the time of the child's arrival in the home. Out of the forty mothers interviewed, only four members of the Toddler Group stated that they could think of any specific information on child care that they had desired. Several of these mothers indicated that they thought there were some problems which needed to be answered, but they could not recall them at the time of the interview.

The four mothers who had wished for information were in the Toddler Group, and in each of these cases, the knowledge sought was in reference to an individual problem. One expressed the need for some training in child care before the first baby arrived so she would not be afraid of him. Another was concerned over behavior problems and desired help in answering for herself the question, "Is my child normal?" Still another in this group was concerned over whether or not she was expecting too much of her child. One practical parent flatly stated that she "just wished someone had demonstrated how to bathe a child" to her. Although this indicates that some of the mothers thought they perhaps needed some

help, it shows that very few of them recognized a need for assistance in solving a particular problem.

Programs Heard and Meetings Attended by Parents Pertaining to the Rearing of Small Children

The twenty mothers who attended the Woman's College Toddler Group were asked the question, "Why did you decide to send your child to the Toddler Group?" in the hope that some further knowledge would be gained concerning other information which they desired in child rearing. Most of these mothers indicated that they had hoped they would increase their education and understanding of the toddler age child by attending the parent discussions, as well as feeling that the association with other children would be beneficial to their child.

Both groups of mothers were asked if they had attended any meetings or heard any programs concerning the rearing of babies and small children. The programs mentioned predominantly by the mothers in the Toddler Group were the Woman's College Toddler Group discussions.

Many of the mothers in the Toddler Group stated that they found these group programs and exchanges of views both helpful and interesting, but they were unable to cite specific assistance they had received. One mother said that as far as help was concerned

There was not so much of anything specific, but in general, you gain help from other's experiences which you hear at the Toddler Group. You can relate your situation to these problems, see how others cope with it, - some are successful, some are not - then decide how you wish to attempt to solve your own problem from these ideas heard.

Another parent whose older child had attended the first Toddler Group in 1956 replied that these meetings had been of great help to her because she continually wondered whether her child was slightly abnormal but

found he was probably on a par with other children his age after talking with some mothers and observing their children.

Eight of the toddler group mothers cited no program or meeting from which they received help other than the Toddler Group. Three of the mothers said they attended meetings at church which dealt with information concerning young children. One mother, herself a nursery school teacher, had not only been to such meetings but had directed discussions on various areas in child rearing which habitually give parents difficulty. Two mothers referred to lectures and class discussions in college courses which they had had and which dealt with young children; and one mother spoke of a series of lectures for expectant mothers which she attended at a nearby university. Another mentioned movies and programs she attended in connection with kindergarten, while two other mothers recalled parent meetings at a nursery school where they had an older child enrolled.

Eleven non-toddler group mothers reported that they had received information from a variety of programs, activities, and services that stressed parent education, while nine of the non-toddler group mothers reported that they had not. One-fifth of the mothers recalled church programs relating to child rearing. It should be noted here, moreover, that many of the churches of which these parents were members offered parent education programs to the parents of children two to three years of age. Three mothers mentioned the Parent-Teacher Association and three others stated that they had attended parent meetings while they had an older child enrolled in a nursery school. One of these mothers also made reference to meetings of this nature at which she was present while working in a nursery school in another state. Two others related that a department

store in a mid-western state offered discussions and demonstrations on such procedures as: how to bathe the baby, how to fold diapers, and how to feed the baby. The other mother told of a Red Cross course which she and her husband attended; she felt this to be very helpful since neither she nor her husband knew much about babies.

Television was mentioned by several mothers from both groups as providing a few programs on parent education, child rearing, and pre-school education.

Only eleven of the non-toddler group mothers as compared with the twenty toddler group mothers reported having attended, heard, or seen one or more programs through which they had received information about rearing young children.

The two foremost sources of information of this kind which were referred to by the non-toddler group mothers were the church and the Parent-Teacher Association, although as a whole they mentioned a variety of sources.

The toddler group mothers who cited as most helpful the Toddler Group program at the Woman's College indicated that they were enthusiastic and satisfied with the parent education they were obtaining in the regular meetings which were held twice weekly. They mentioned few other sources of this type.

The programs in which the Non-toddler Group participated were irregular while those mentioned by the toddler group parents were more regularly scheduled and attended.

## III. SERVICES AND PROGRAMS USED BY THE PARENTS

The two groups of parents were asked about knowledge and use of specific services which offer information concerning child rearing. Table VIII indicates a comparison of the services used by the mothers of the Toddler and Non-toddler Groups.

TABLE VIII  
SERVICES USED BY THE PARENTS

Service	Toddler Group Parents			Non-toddler Group Parents		
	Num- ber	Per Cent	Rank	Num- ber	Per Cent	Rank
Toddler Group . . . . .	20	100.0	1	0	----	19
Obstetrician . . . . .	19	95.0	2.5	19	95.0	2
Pediatrician . . . . .	19	95.0	2.5	20	100.0	1
Home Economics . . . . .	15	75.0	4	17	85.0	3.5
Family Doctor . . . . .	8	40.0	5	6	30.0	13.5
Church Nursery . . . . .	7	35.0	6.5	9	45.0	7.5
Psychologist or Psychiatrist . . . . .	7	35.0	6.5	8	40.0	9
Visiting Nurse . . . . .	6	30.0	9	7	35.0	11
Parent-Teacher Association . . . . .	6	30.0	9	7	35.0	11
Library . . . . .	6	30.0	9	10	50.0	5.5
Minister . . . . .	5	25.0	12	6	30.0	13.5
Miscellaneous . . . . .	5	25.0	12	2	10.0	15.5
Red Cross . . . . .	5	25.0	12	10	50.0	5.5
Church Programs . . . . .	4	20.0	14	9	45.0	7.5
Prenatal Clinic . . . . .	3	15.0	15	1	5.0	17.5
Mother-Baby Club . . . . .	1	5.0	16.5	2	10.0	15.5
Home Economics Adult Class . . . . .	1	5.0	16.5	17	85.0	3.5
Family Service Association . . . . .	0	0.0	18.5	1	5.0	17.5
Day Care Center, Nursery School, Etc., . . . . .	0	0.0	18.5	7	35.0	11

As could be expected, because of their attendance the toddler group mothers ranked first, the Woman's College Toddler Group; whereas, the non-toddler parents placed this service last; Day care centers, nursery schools,



and groups of similar nature, were ranked tenth by the Non-toddler Group and nineteenth by the Toddler Group. Services ranked second, third, and fourth by both groups were somewhat alike; however, there is a distinct difference in the order of rank of the other services used, as can be seen in the figures of the table. This difference may be due to the fact that the non-toddler group mothers had no one specific service from which they could obtain information regularly as did the toddler group mothers who had access to the Toddler Program at the Woman's College twice weekly.

The pediatrician and the obstetrician were ranked as second with ninety-five per cent according to the toddler group parents. Ranking first with one-hundred per cent of the non-toddler group mothers were the services of the pediatrician; second, the obstetrician; and third, training in home economics courses. Home economics training was rated fourth by the toddler group mothers.

Upon being asked which of the services used were most helpful, twelve of the twenty non-toddler group mothers cited the pediatrician. Two mothers relied on the family doctor and two indicated that their experience in pediatrics while employed as nurses was the most helpful. Some services were named only once by other mothers. These were: the obstetrician, the library, the psychiatrist, a Red Cross course, the kindergarten, and a demonstration and discussion group in a department store.

The toddler group mothers also indicated several sources as most helpful. Seven mothers named the pediatrician; four specified the Toddler Group at the Woman's College. The psychologist was mentioned by three mothers, while nursing experience in pediatrics was named twice and one mother cited her training as a medical student as being of the greatest aid.



Thus, it can be seen that the pediatrician was important to both groups as a source of information, although he was cited more often by the Non-toddler Group. These data indicate that the Non-toddler Group relied more upon the baby specialist, while the Toddler Group used the pediatrician and the Woman's College Toddler Group.

When the parents were asked what kind of help they would like to have, or how they would prefer to have assistance presented to them, private consultation, reading materials, and informal parent group discussions with a qualified leader were most frequently specified by both groups of parents. Although there was a small difference in the number who cited each, the two groups were quite similar throughout.

Eleven non-toddler group mothers mentioned private consultation as their choice, ten wanted reading material, and eight cited parent discussions. Two mothers indicated specifically that they would prefer verbal information. In the Toddler Group, eleven mothers expressed a preference for parent discussions, while reading materials and private consultation were mentioned by nine mothers respectively.

Three mothers in the Non-toddler Group and five in the Toddler Group said that the type of information they would prefer would depend on the situation. Two mothers stated they would like information on child rearing in any form. As one remarked, "All ways are good; I would welcome any form."

Other sources of information mentioned as desirable by one or more mothers were television, radio, lectures, and panel discussions.

It is interesting to note some of the comments made by the mothers concerning the kinds of help they preferred. One mother whose preference was reading material made the following comment about informal discussions:

"A discussion group is a great deal of fun, but I'm not so sure many people get much out of it. Reading is the best way for me to obtain knowledge." Another mother said, "It helps to ask another parent," while still another believed a discussion group among other parents was too generalized and that only private consultation could achieve what she needed and wanted. This particular mother, however, stated that she thought that television could be a very worth while source of information to the housewife.

A toddler group parent said of the Toddler Group at the Woman's College, "It has been of particular benefit to me, for being able to hear other mothers discuss their problems has been of much help." Yet another in this group made this comment concerning these particular parent discussions with a leader:

So often I feel that the things parents are concerned about are things other children are also doing, and they really ought not to be concerned about them. It's a great help to get together with other parents and find out that their children are doing the same things.

From the various comments made by the mothers in both groups pertaining to parent discussion groups, it seems that this is indeed a kind of help which the parents desire.

#### Television Programs

Even though few mothers indicated previously that they would prefer information on child development presented to them in the form of television, several from both groups named either a program or type of program they had seen and enjoyed, or would like to see when questioned more specifically about this medium.

Twelve of the non-toddler parents and nine of the toddler parents stated that they had seen programs about child rearing on television.

Generally, these parents mentioned more than one program.

Nine non-toddler group and six toddler group mothers mentioned certain types of programs they desired to see, but the majority of the other mothers of both groups indicated that they would watch such a program if it were available. Only two parents from each group recognized no need for such programs. One commented,

I feel that there are so many sources that you can get right away that are better. You can go directly to the pediatrician or health department. If you get into trouble, you can go to a psychologist or psychiatrist. I would not like to wait on a television program or rely on what I could remember from it.

Not all of the mothers who spoke of seeing programs could recall the particular one viewed; however, it was interesting to note the variety which they mentioned. Six mothers from each group mentioned Dr. Spock's program which had formerly been on television; it was not being shown at the time of the interview. "Ding-Dong School" and "Captain Kangaroo" were the ones most frequently mentioned next by both groups of parents. Other programs named by one or two parents were: "Daily News in Child's Language," "Omnibus," "Romper Room," "Art Linkletter's Houseparty," and viewings on Channel 4, the University station.

The combined groups of parents indicated similar knowledge of television programs pertaining to child rearing. As brought out by the information obtained from the parents, little help was offered through this medium. It seems, however, to be a desirable source of information, as many of the mothers believed this to be the source with the greatest possibilities for presenting needed facts and other pertinent knowledge. One mother replied, "Few of us have time to sit down and read if we have small children and we could watch a television program while doing something else." Another

suggestion offered was, "If programs could be put on while young brides are sitting around talking to each other, it would probably be most beneficial, as television is an excellent educational source of information." Generally, the mothers who desired programs of this nature on television were interested in the problems of other mothers as well as their own. Members of the two groups expressed interest in the type of play needs and educational experiences which should be provided for this age child. One mother, in commenting on Dr. Spock's program, expressed this interest when she said, "I liked his way of getting a group of women together and letting them discuss and thrash out their problems. It is consoling to learn that others have the same problems as you."

#### Books, Periodicals, and Newspapers

Upon being asked whether they had read any articles in magazines and/or newspapers, the mothers indicated that they were familiar with a total of four different newspapers and thirteen different magazines. Similarity between the two groups was shown in the use of periodicals and newspapers. Seventeen different periodicals and newspapers were named by each group of mothers. All of the parents in each group subscribed to at least one daily newspaper and three had access to two or more. The most frequently read newspaper article related to children was "Your Baby and Mine," a daily column written by Myrtle Meyer Eldridge. Over half of the mothers in each group recalled having glanced at this column at some time.

Usually the mothers could not recall the particular article they had read, but were able to name the periodical in which it had appeared. Articles in the Ladies Home Journal were recalled by eleven toddler group mothers and twelve non-toddler group ones. The most frequently mentioned

article read in this magazine was Dr. Spock's. Parent's Magazine articles were remembered eleven times by the Toddler Group and ten times by the Non-toddler Group. Good Housekeeping and McCall's were also mentioned frequently by both groups. The former was recalled nine times and the latter seven times by the toddler mothers, while the non-toddler parents mentioned these seven and eight times respectively.

Church pamphlets, professional journals in nursery education and psychology, diaper service pamphlets, and such magazines as Coronet, Look, Redbook, Woman's Home Companion, The Saturday Evening Post, and the Parent-Teacher Association manual were recalled one to four times.

In Table IX there is shown a comparison between the toddler and non-toddler parent groups regarding the books, pamphlets, and periodicals known, used, and read which is taken from a selected sample of literature presented to them. The number indicates those parents familiar with the literature and the per cent given is that of all parents in each group who were aware of the material shown them.

During the interview the parents examined twenty-three selections of literature which were exemplary of materials available to the lay person in the area of child rearing. These references come from various churches, baby food companies, the National Dairy Council, health departments, the Children's Bureau, and insurance companies.

The selection of literature was presented to the parents for the purpose of indicating their familiarity with the sample. All of the parents in the Non-toddler Group were familiar or had come in contact with some of the literature in the sample; however, there were six pamphlets with which the toddler mothers were not familiar. Their lack of exposure to these pamphlets may be due to church preference, as over half of these pamphlets



TABLE IX  
PARENTS FAMILIARITY WITH A SELECTED SAMPLE OF LITERATURE\*

Title	Toddler Group			Non-toddler Group		
	Num- ber	Per Cent	Rank	Num- ber	Per Cent	Rank
Baby and Child Care . . . . .	16	80.0	1	17	85.0	1
Parent's Magazine . . . . .	13	65.0	2	10	50.0	2
Understanding Your Young Child . . . . .	7	35.0	3.5	4	20.0	8.5
Your Child From One to Six .	7	35.0	3.5	8	40.0	3.5
Foods for Baby and Mealtime Psychology . . . . .	5	25.0	5	5	25.0	6.5
Child Behavior . . . . .	4	20.0	6	7	35.0	5
Pierre, the Pelican . . . . .	3	15.0	7.5	2	10.0	13.5
Your Child Grows Up . . . . .	3	15.0	7.5	2	10.0	13.5
Enjoy Your Child, Ages 1, 2, and 3 . . . . .	2	10.0	11	1	5.0	20
How To Discipline Your Children . . . . .	2	10.0	11	2	10.0	13.5
Recipes for Toddlers . . . . .	2	10.0	11	1	5.0	20
How A Baby Grows . . . . .	2	10.0	11	2	10.0	13.5
A Healthy Personality For Your Child . . . . .	2	10.0	11	1	5.0	20
Making The Grade As Dad . . .	1	5.0	15.5	1	5.0	20
A Formula For Child Safety .	1	5.0	15.5	8	40.0	3.5
Living with Children . . . . .	1	5.0	15.5	2	10.0	13.5
A Letter to Parents on the Nursery Home Roll . . . . .	1	5.0	15.5	2	10.0	13.5
The Two-Year Old At Home . .	0	0.0	--	5	25.0	6.5
Feeding Little Folks . . . . .	0	0.0	--	3	15.0	10
Between One and Five . . . . .	0	0.0	--	1	5.0	20
Together . . . . .	0	0.0	--	3	5.0	20
Child Guidance . . . . .	0	0.0	--	4	20.0	8.5
Guild of the Christ Child .	0	0.0	--	1	5.0	20

\* Complete references for these titles may be found in Appendix C.

were distributed by churches. Also, it could have been because they did not have contact with the organizations distributing these pamphlets. For whatever reason, it seems that the Non-toddler Group was exposed to a



greater variety of literature in the sample kit than the Toddler Group. Perhaps the toddler group parents did not feel the need for such varied forms of information since they had one constant source upon which they could rely, namely, the Toddler Group discussion periods.

It was noted that both groups of parents were most familiar with Dr. Spock's Baby and Child Care and Parent's Magazine. These were rated first and second, respectively. The majority of mothers said that they felt that Dr. Spock's book was an especially helpful source to which they could turn quickly for good, sound information. There were only two mothers, one from each group, who did not use this source of information. Both of these mothers were nurses and relied a great deal upon their previous training. One turned to the pediatrics textbook she had used in her nurse's training, while the other mother depended more upon her previous experience with older children in the family with whom she had dealt before Dr. Spock's book was printed. Understanding Your Young Child and Your Child From One to Six were rated third by the toddler mothers. In contrast, the Non-toddler Group ranked Your Child From One to Six along with A Formula For Child Safety third.

There were other books and pamphlets not in the sample which were used by some of the parents. Of these, the most frequently read was the Better Homes and Gardens Baby Book. Four mothers from each group stressed the helpfulness of the information found in this book. Ten of the toddler group mothers and only three of the non-toddler group mothers were familiar with Infant and Child in the Culture of Today. Six of the toddler group mothers and only one of the non-toddler parents were aware of Your Child, One to Five. Two of the toddler mothers were familiar with Child Growth and Development, while three in the opposite group recognized this literature.

Other books and pamphlets mentioned were known to one or more parents in both groups. Some of these were: Encyclopedia of Child Care, Our Little Child Faces Life, As The Twig Is Bent, Child Craft, Your Child and God, and The Family That Grew.

#### IV. FAVORABLE AND UNFAVORABLE ACTIONS OF THE CHILDREN AS REGARDED BY THE PARENTS

From questions regarding various sources of information known to, and used by the parents in rearing their children, the parents then asked for information concerning actions of the children which they regarded as favorable or unfavorable. It was thought perhaps that during the course of the interview thus far, the parents may not have mentioned some of their sources of information on child rearing. In order to compensate for this possibility and to encourage more spontaneous discussion from the parents, questions were asked regarding the behavior of the child and the parents' reactions. Responses in answer to the question, "What are some things that \_\_\_\_\_ does that you think are cute?" compose Table X. These data refer to a total of twenty children in each group. Some of the mothers mentioned more than one action as being favorable in reply to this question.

Good use of language was considered favorable by the largest number of mothers in each group. These mothers were primarily pleased with the extent of the child's vocabulary as well as with the amazing way in which he expressed himself through word combinations.

Four of the mothers, three in the Toddler Group and one in the comparison group, remarked "everything" in response to the query. Then specific favorable actions were recalled and named.

TABLE X

## ACTIONS OF THE CHILDREN CONSIDERED FAVORABLE BY THE PARENTS

Action	Toddler Group Parents		Non-toddler Group Parents	
	Num- ber	Per Cent	Num- ber	Per Cent
Good Use of Language . . . . .	8	40.0	12	60.0
Helpful . . . . .	4	20.0	1	5.0
"Everything" . . . . .	3	15.0	1	5.0
Good Memory . . . . .	2	10.0	1	5.0
Imaginative . . . . .	2	10.0	1	5.0
Love Music . . . . .	2	10.0	3	15.0
Considerate . . . . .	2	10.0	0	0.0
Tease . . . . .	2	10.0	1	5.0
Affectionate . . . . .	1	5.0	3	15.0
Pleased With Self . . . . .	1	5.0	0	0.0
Imitative . . . . .	1	5.0	6	30.0
Friendly . . . . .	1	5.0	3	15.0
Independent . . . . .	0	0.0	6	30.0
Enjoy Play . . . . .	0	0.0	3	15.0
Total . . . . .	29		41	

Love of music was deemed favorable by two of the toddler group mothers and three of the non-toddler group parents. Imitation and independence were mentioned by more non-toddler group mothers while the parents in the companion group were more impressed with helpfulness as a favorable action. Consideration was an unexpected, favorable action mentioned by two toddler mothers while friendliness and the display of affection were more often spoken of by the non-toddler group parents.

Teasing was a quality remarked upon favorably by both groups. It was thought that a child could tease and receive teasing from others as well. Since teasing occurs most often in group play, as opposed to solitary play, perhaps these parents considered teasing a favorable action because

they thought it was a step in the growth process.

Although both groups were composed of the same number of children, the non-toddler group mothers gave almost twice as many answers to the question as did the mothers in the Toddler Group. There was, however, only a slight difference in the favorable actions named. It can be seen, therefore, that there was a similarity between the two groups of parents concerning the actions of their children which they looked upon as favorable.

Two actions, being independent and enjoying play, were regarded as favorable only by the Non-toddler Group while being considerate and pleased with one's self were mentioned favorably by only the toddler group parents.

#### Unfavorable Actions of the Children

In Table XI a comparison of the unfavorable actions named by the Toddler and Non-toddler Groups is shown. In answer to the question "What are some things that \_\_\_\_\_ does that you think aren't so cute?" less difference was found between the two groups than in the favorable responses. There is a close relationship between the unfavorable actions in each group.

In contrast to the five toddler group parents who worried about messy table manners, there were four of the non-toddler parents who complained of this action.

The greatest differences were in the categories of staging temper tantrums and of getting into everything. Thirty-five per cent of the non-toddler group parents mentioned that their child had tantrums. Three of this group, but none of the Toddler Group, mentioned the unfavorable action of the child's getting into everything.

Each of the twenty-one unfavorable actions listed was mentioned by at least one of the forty parents interviewed. As many as five parents

in one group and seven in the other complained of a specific unfavorable action.

A total of thirty-seven responses to unfavorable actions were given by the Non-toddler Group as compared to twenty-five by the toddler group parents.

TABLE XI

## ACTIONS OF THE CHILDREN CONSIDERED UNFAVORABLE BY THE PARENTS

Action	Toddler Group Parents		Non-toddler Group Parents	
	Num- ber	Per Cent	Num- ber	Per Cent
Demanding . . . . .	1	5.0	2	10.0
Sucks Thumb . . . . .	1	5.0	2	10.0
Hits Out . . . . .	2	10.0	0	0.0
Throws Things . . . . .	1	5.0	1	5.0
Not Trained . . . . .	2	10.0	2	10.0
Wants Things "Just So" . . . . .	1	5.0	2	10.0
Bites . . . . .	1	5.0	2	10.0
Gets Into "Everything" . . . . .	0	0.0	3	15.0
Won't Stay In Bed . . . . .	1	5.0	1	5.0
Disobedient . . . . .	2	10.0	3	15.0
Digs In Flowers . . . . .	1	5.0	2	10.0
Clings To Bottle And Pacifier . . . . .	0	0.0	1	5.0
Picks Nose . . . . .	2	10.0	0	0.0
Talks Loudly . . . . .	1	5.0	0	0.0
Follows Mother . . . . .	1	5.0	0	0.0
Isn't Friendly . . . . .	1	5.0	0	0.0
Wanders . . . . .	0	0.0	2	10.0
Tests Every Situation . . . . .	0	0.0	1	5.0
Always Wants What Sibling Has . . . . .	0	0.0	1	5.0
Temper Tantrums . . . . .	2	10.0	7	35.0
Messy Eater . . . . .	5	25.0	4	20.0
Total . . . . .	25		37	



### Habits of the Children Which Gave the Parents the Most Concern

Upon being questioned about specific areas of their child's development, the mothers gave responses concerning physical, intellectual, social, and emotional traits. As a result of the data, it was believed that the responses given by the mothers to queries concerning language development, play, and anger would be more beneficial to this comparative study as these were given more attention by the parents.

### Language Development

According to the responses concerning language development, four of the non-toddler group parents and two of the toddler group families reported that their children talked constantly. Three from each group said that their offspring were not particularly loquacious; five and eight from each group respectively stated that their children spoke clearly. Nine of the Non-toddler Group and eight from the companion group responded that occasionally it was difficult for them to understand their child's speech while six of the Non-toddler and only two of the Toddler Group reported difficulty of comprehension. Several of the mothers named one or more of these categories.

The mother's actions regarding her child's language development were varied. Twelve non-toddler group parents and fifteen toddler group parents encouraged language development by conversing with the baby in adult language rather than use of "baby talk." Eleven non-toddler and five toddler group parents did so by repeating words distinctly; two and four from each group respectively said they simply acknowledged their child's words either by commenting or commending him. Two parents from



both groups said they questioned the child further, making a game of it to encourage correct pronunciation and usage.

The answer most frequently given by the mothers when asked about the source of their reaction to a particular situation was, "It's natural," or "instinct." Over half of the mothers in each group made this statement.

Other reasons for acting in a specific way were: (1) experience or trial and error, (2) information from reading matter, (3) observation, and (4) suggestions from other people. Several mothers from the two groups reported that they did not know just where they obtained their ideas while some mentioned more than one source.

### Play

The toddler age child enjoys having other children around him, although he does not know how to play with them. Children of this age normally engage in some snatching and pushing, therefore, the play of the toddler is inconsistent as his temperament is fickle. Although the purpose of the Toddler Group at the Woman's College was not primarily to provide a situation to encourage play activities with other children of the same age, many of the toddler group mothers believed that it had provided an opportunity for the children to learn cooperative play. As expected, however, such cooperation was minimal considering the nature of this age child. Nevertheless, one mother felt the group experience had made her child more social and had helped him to learn to share. By bringing him out of himself, she thought it had also improved his relationship with neighborhood children.

The two groups were approximately equal in responses made to the ability of the child to play alone. From the answers given, fourteen

non-toddler group mothers and thirteen in the Toddler Group reported that their children played well alone. Four non-toddler and six toddler parents added that their children played fairly well with other children. Eight from each group of mothers who considered that their children did well alone, also said their children enjoyed parallel play, that is, that the companionship of another child was desired, although the play activity was not shared.

Eight non-toddler and seven toddler group mothers stated that their children had difficulty in sharing, while three and four mothers from each group respectively believed that their child shared well. It was disclosed, however, that the more generous the child, the older he was. Four non-toddler mothers considered their children showed a great deal of imagination in their play, a trait which was not mentioned by any of the toddler group mothers.

The parents showed numerous reactions to the play of their children, each dependent upon the particular situation. An equal number from each group tried to encourage sharing. Providing a substitute to divert attention and "going along with the child" were other actions mentioned frequently by the same number of mothers in each group. Thus situations which tended to create friction between parent and child, or between the child and his environment, or even among the children themselves appeared to need special attention and ways to alleviate difficulties of this type.

Other plans suggested by two or more mothers were: (1) letting the child work it out, and (2) refraining from forcing the issue. However, the two most common approaches to the children's play activities were instinct and trial and error, and, as a result, these mothers were unable to recall what had prompted this course of action.

Many of the non-toddler group mothers were providing opportunities for their children to have contact with others of the same or varying ages. It was also shown that there were some, of course, who were not.

### Anger

In relation to anger displayed by the child, three-fifths from each group were reported to show evidence of this emotion; one-fourth from each group evincing a great deal of anger. Three mothers in the Non-toddler Set and two in the Toddler Group stated that their children showed almost no signs of temper.

Of the mothers who gave insight into their child's angry behavior, it was interesting to note that eight of the non-toddler group mothers handled the situation by spanking and only four of the opposite group employed this method; while three and seven mothers from the two respective groups ignored the child's temper. From the data, it is perhaps conceivable that the toddler group mothers were exposed to more ways of handling behavior problems of the angry child than the non-toddler mothers. One-fifth from each set said they gave the child a substitute to divert his attention. Five non-toddler and three toddler mothers said they had found that it helped control the child's anger to send him to his room. As a result, he quickly regained self-control. Two mothers, one from each group, removed the child from the situation and either talked calmly in a moderate voice or sang to the child until he had calmed down. Two other mothers tried to explain to the child what was expected of him and one non-toddler parent said she sometimes remained very quiet and would not reason with or talk to the child until he was quiet, having developed this approach through the trial and error method.

The mothers reported the same sources of ideas as for language development and play. Again the two most commonly referred to by both groups were instinct and experience. In summarizing, one should consider the sources mentioned by the parents when asked, "How did you learn what to do about this?" As a whole in considering all three of these behavior patterns: language development, play, and anger, the parents could not recall whether they had obtained their ideas from reading. They generally cited either intuition or past experience.

#### Information Parents Considered Most Helpful

To obtain a clearer understanding of the services and sources of information which the parents considered most helpful in rearing their children, the data are shown in fourteen categories in Table XII. Although there is some relationship between each group, there is also some discrepancy of opinions.

The Non-toddler Group mentioned three of these categories from which some received helpful information that were not mentioned by the toddler parents. These were: Red Cross courses; observation, friends and neighbors; and the catch-all category defined as "a combination of things." The Toddler Group named three categories that its comparison group did not - these being Toddler Group meetings at the Woman's College, maid, and self-confidence.

The heading, "combination of things," was a means of expression used by the mothers to indicate that no specific source or service could be recalled as being most helpful, but as one stated, it was a little of everything she had learned or with which she had come in contact pertaining to the subject of rearing children. This included experience, the pediatrician, literature, schooling, and others as well.

TABLE XII

SOURCES AND SERVICES OF INFORMATION PARENTS CONSIDERED MOST HELPFUL  
IN REARING THEIR CHILDREN

Category	Toddler Group Parents		Non-toddler Group Parents	
	Num- ber	Per Cent	Num- ber	Per Cent
Family Background . . . . .	3	15.0	5	25.0
Education . . . . .	2	10.0	3	15.0
Experience . . . . .	2	10.0	5	25.0
Husband . . . . .	3	15.0	2	10.0
Lectures . . . . .	1	5.0	2	10.0
Toddler Group . . . . .	2	10.0	0	0.0
Nursing . . . . .	2	10.0	2	10.0
Observation, Friends, Neighbors .	0	0.0	5	25.0
Pediatrician . . . . .	8	40.0	6	30.0
Reading . . . . .	10	50.0	14	70.0
Maid . . . . .	1	5.0	0	0.0
Red Cross Courses . . . . .	0	0.0	1	5.0
Combination of Things . . . . .	0	0.0	3	15.0
Confidence in Self . . . . .	1	5.0	0	0.0

Reading materials were mentioned as being most helpful by fifty per cent of the Toddler Group and by seventy per cent of the non-toddler group mothers. The pediatrician also was selected as being a most useful source of information by forty per cent and thirty per cent of the Toddler and Non-toddler Groups, respectively.

Five of the Non-toddler Group in contrast to two of the toddler group mothers relied upon previous experience as their best aid and the two groups were similar in that all seven of these mothers were referring to previous experience in child training which they had had in connection with their profession in addition to experience in bringing up an older child or children. The difference in number between the two groups of women who depended on their professional or practical experience is possibly



due to the fact that more of the non-toddler mothers had previously chosen a vocation which provided for experience with small children.

#### V. PARENTS' ANTICIPATIONS FOR THEIR CHILDREN

To give an indication of the types of sources needed and desired, the two groups of parents were questioned as to plans for the child's future or the expectations and ideas which they had for the child. The replies, though varied, could be categorized as follows: education, adjustment, and extra-curricular activities.

The number in Table XIII refers to the number of parents who expressed the particular expectation denoted in the category.

The answers given would indicate that a college education was highly desired by both groups. Eighty-five per cent of the Toddler Group and ninety per cent of the Non-toddler Group parents hoped to be able to provide this for their children. Nevertheless, the majority of these parents recognized that even though this was their wish, it would also depend upon the desire of the child. While leaving the ultimate decision to the child, these parents, meanwhile, were trying to guide the child toward a college education. They were also making financial plans to make schooling beyond high school possible, in the hope and expectation that the child will wish to further his education.

A good sound educational background beginning in the grammar grades was a desire of two of the Toddler Group and one of the opposite group mothers. They felt that the basis of a good education should be provided in the early school years. The soundness of the present educational system was questioned by some mothers. Three of the toddler group mothers and one of the non-toddler group parents stated that they plan to send their child



TABLE XIII

## IDEAS AND EXPECTATIONS PARENTS HAVE FOR THEIR CHILDREN

Category	Toddler Group Parents		Non-toddler Group Parents	
	Num- ber	Per Cent*	Num- ber	Per Cent*
<b>EDUCATION:</b>				
College . . . . .	17	85.0	18	90.0
Grammar School . . . . .	2	10.0	1	5.0
Prep School . . . . .	3	15.0	1	5.0
Nursery School . . . . .	3	15.0	1	5.0
Learn To Love To Read . . . . .	0	0.0	1	5.0
Have A Sound Religious Education	0	0.0	3	15.0
Select Own Career . . . . .	7	35.0	14	70.0
Be Intelligent And Smart . . . . .	3	15.0	4	20.0
<b>ADJUSTMENT:</b>				
Normal, Healthy, And Happy . . . .	12	60.0	12	60.0
Good Personality . . . . .	4	20.0	6	30.0
Independent . . . . .	3	15.0	2	10.0
Make Own Decisions . . . . .	1	5.0	0	0.0
Secure . . . . .	3	15.0	0	0.0
Marriage And Family . . . . .	0	0.0	3	15.0
Be Thoughtful Of Others . . . . .	0	0.0	4	20.0
Well-Mannered . . . . .	3	15.0	4	20.0
Congenial, Well-Liked . . . . .	1	5.0	7	35.0
Good Character . . . . .	3	15.0	4	20.0
Natural . . . . .	1	5.0	4	20.0
Satisfied With Self . . . . .	4	20.0	4	20.0
<b>EXTRA-CURRICULAR ACTIVITIES:</b>				
Have Many Interests . . . . .	2	10.0	2	10.0
Know Art And Music . . . . .	3	15.0	3	15.0

\* Based upon total number of parents in the group.

to prep school because they felt the child would be better prepared for college.

Although it was mentioned more frequently by the non-toddler group mothers than by those of the Toddler Group, both groups of parents thought that the decision of the child's career should be of his own making. Generally this feeling seemed to be due to the fact that the parents themselves

had been allowed to select their own vocation.

In regard to adjustment, sixty per cent from each group expressed the desire that their child be normal, healthy, and happy. Six non-toddler group mothers wished for their child to have a good personality and four mothers from the opposite group were in accord with this sentiment. Both groups in equal proportions wanted their heirs to be satisfied with their lot in life and five mothers in each group also expressed the hope that their children would broaden their out-look with extra-curricular activities.

With only a few exceptions, the two groups of parents were quite similar in their expectations and wishes for their children. There were four categories mentioned by one or more of the Non-toddler Group that were not alluded to by the other group. These were: (1) the desire for the child to appreciate books and like reading, (2) the desire for the child to have a sound religious background, (3) the hope that the child would have a happy marriage and family, and (4) the wish that the child be thoughtful of others. There were only two spoken of by the Toddler Group that were not also mentioned by the non-toddler mothers, these being the hope that the child would feel secure in his environment, and learn to make his own decisions.

On the whole it would seem that both groups of parents want higher education for their families, hope they will develop desirable personality traits to make them socially accepted, and expect to expose them to a variety of opportunities throughout their growth and development. Generally, the parents obtained these desires for their children from their own family background and experiences.

## VI. KNOWLEDGE OF CHILD REARING REGARDED AS MOST IMPORTANT BY PARENTS

On the basis of the similar experience acquired as a result of being the parents of toddler age children, the groups were asked what information they considered most important for young parents to have to aid them in child training. The replies were diversified; most frequently mentioned were these: (1) to read only good books on this subject, because only from these come good ideas; (2) to relax and enjoy the process; (3) to realize the responsibility of having and caring for children; (4) to know where and how to secure information and to feel free to ask for it; (5) to obtain more training in preparation for parenthood; (6) to obtain a general knowledge of how to care for the child; (7) to understand the young child, his physical, mental, social, and emotional development, as well as the best sources from which this type of knowledge can be secured.

Concerning the responsibility of rearing children, one mother commented,

So many women have a baby because their sister or friend is having one; it's the thing to do. They don't stop to realize this is a human being who depends on you and the things that influence him must be considered. To me it is appalling; that is, the necessity of realizing the responsibility of having a baby.

The feeling of another parent was,

Of all the education people have these days, they are very ill-prepared for parenthood. When you are single, you have a rather abstract way of looking at children. Young parents should have more training in the preparation for becoming parents.

Other responses of importance, although they were given less frequently, were: (1) the realization that the disciplined child is the happiest child, (2) attendance at a pre-natal health clinic prior to the birth of the first born, (3) access to informal discussion groups with

other parents, guided by a qualified leader, (4) the realization that each child is different and should be treated differently, (5) reliance upon common sense, (6) an understanding of one's self, (7) access to an authority on children with whom their problems and development can be discussed, and (8) setting a good example for the child.

#### VII. INFORMATION AND HELP DESIRED BY THE PARENTS

As a summarizing question, the parents were asked, "If you could have any kind of help you'd like to have in the past, now, or in the future, what would it be?"

It was hoped that this study would give a deeper insight into what help and information was needed and desired by these parents.

The desire expressed by the greatest number of the forty parents was to have someone trained in the field of child development with whom they could confer when problems developed. Fifteen mothers expressed this wish.

Four to eight mothers expressed interest in the following: (1) helpful information in the form of literature, (2) increased opportunities for joining parent discussion groups such as the Woman's College Toddler Group, (3) more free time for the mother to be to herself (one mother wanted help to relieve her of some of her household responsibilities so she could devote more time to her children), and (4) access to more information on behavior patterns in child development.

Of importance to one or two parents were: (1) wholesome interest and cooperation between the husband and wife in child rearing practices, (2) further formal schooling in childhood education in the area of play materials - toys, books, and music, (3) more understanding of the toddler

age child, (4) opportunity to attend a class in child care and preparation for the baby's arrival, (5) good, helpful neighbors and **friends**, (6) the ability to put knowledge into practice, and (7) some training and experience in nursing.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Parents of preschool age children are meeting the difficult challenge of parenthood with varying degrees of success. The reason for these differences lies in part in the degree of security and confidence they feel in the complex world of today where they have had little preparation for parenthood. Some parents have established relationships with their children in which fear and anxiety are apparent, while others have achieved a warm, supporting relationship with their children. Whatever the relationship between parent and child, some problems and questions have been raised in the minds of parents at some time pertaining to child rearing techniques and theories. Parent education endeavors to supply the opportunity for knowledge which can be used as an aid in understanding theories and techniques, and in solving child rearing problems.

During the 1957-1958 school year a Toddler Group, consisting of twenty children 18 months to 36 months of age and their mothers, was formed at the Woman's College of the University of North Carolina. Although there were several objectives of this group, this study is particularly concerned with the focus which the Toddler Group put on the opportunity for parent education through parent discussion sessions and parents' observation of their children.

The question of whether parents of toddler age children attending the Woman's College Toddler Group had access to and utilized more and different information on child rearing than did parents of children of the same age not attending the Toddler Group, led to this study. It was also



thought that there was much literature to which parents of young children had access, but which was not being used. Therefore, the twenty mothers of the children attending the Woman's College Toddler Group and a like number of mothers of toddler age children who were not attending such an organized group were interviewed first, to determine (a) the types of information used in rearing their children; (b) the sources of help used in rearing their children; and (c) the kinds of information for which they expressed a need; and second, to compare the types of information and the sources of help and information used and desired by these two groups.

The literature reviewed for this study deals with types and sources of information on parent education available to and sought by parents of pre-school age children. This survey revealed that for the most part, parent education programs provided beneficial and effective information. It also indicated that the group discussion technique of parent education was helpful and was rapidly becoming the most widely accepted method of securing information. It was found that even though there is much literature available, few research findings are contained therein, and almost no research has been conducted pertaining to the literature, sources of information and services desired by parents.

Personal interviews were conducted with the parents in the two groups to obtain data for the study. These were conducted with a tape recorder and an interview guide was used. In transcribing the data for future use, a data analysis sheet was employed.

The parents of the children who did not attend the Woman's College Toddler Group were selected from a list secured from those whose children were attending the Toddler Group. This procedure lessened the possibility of interviewing parents who were not of similar socio-economic background

and when the data obtained from the two sets of mothers were compared, it was found that their socio-economic levels were similar. Not only were similarities noted in this respect, but also in the education of the parents, their ages, and the occupational status of the fathers. The children of the two groups of parents were also quite similar in ordinal position and age.

The information received from these two groups revealed the services and sources of information utilized in rearing their children and the kinds of information for which these parents expressed a desire.

These data led to several conclusions regarding these sources of help and information concerning child rearing as follows:

1. Both groups of parents participated in civic, social, religious, and professional organizations. Some mothers from each group spoke of receiving some information on child rearing from religious organizations. The non-toddler mothers participated more frequently in social and religious organizations than did the toddler mothers.
2. The majority of the mothers in both groups stated that they felt more self-confident and adequate with their second child than with the first. However, they were still conscious of the need for further information in child rearing practices.
3. The mothers generally expressed a greater need for information with their first child than with succeeding ones.
4. The mothers in both groups indicated that they received most of their information upon the arrival of the child

in the home from books and pamphlets, relatives, and previous experience.

5. Many of the mothers relied on their physicians as a source of help and for information concerning both physical and emotional growth, upon the arrival of the child in the home.
6. Both groups received some information from the practical nurse, although opinions as to the extent of this help varied. The majority of the mothers were pleased with the help provided by the practical nurse while they regained their strength and learned to care for the baby.
7. The majority of the mothers could not recall specific information on child care that they desired upon the arrival of the child in the home, even though they thought there had been some questions in their minds at the time. While some of the mothers vaguely realized that they had wanted or needed some help, only a few recognized a need for assistance in solving a particular problem.
8. Many of the mothers in the Toddler Group stated that they found the group programs and exchanges of views at the Woman's College Toddler Group both helpful and interesting. However, these parents were unable to cite specific assistance they had received.
9. The toddler group mothers who cited the Toddler Group program as their most helpful source were enthusiastic

and happy with the parent education they were obtaining in the regular meetings. The programs about child rearing techniques and problems mentioned by the non-toddler parents were varied and were not as continuous.

10. Upon being asked about the sources of information and help and the services used, the Toddler Group mentioned most frequently the Woman's College Toddler Group, the pediatrician, and the obstetrician; while the Non-toddler Group referred to the pediatrician, obstetrician, and home economics courses previously studied.
11. When asked what kind of help they would like to have, several mothers indicated that it would depend on the situation; however, private consultation, reading materials, and informal parent group discussions with a trained leader were most frequently specified by both groups. From the numerous comments made by the mothers in both sections about parent discussion groups, it seems that this was one of the most important kinds of help which the parents desired.
12. The two groups of parents indicated similar knowledge of television programs pertaining to child rearing. Although little help seemed to be offered through this medium, many of the mothers thought this to be the source with the greatest possibilities for presenting needed knowledge.
13. All of the forty parents interviewed subscribed to at least one daily newspaper. The most frequently read newspaper article related to children was "Your Baby and Mine;" over half of the mothers indicated they were familiar with it.

14. The mothers had access to a wide variety of periodicals and were interested in articles about child rearing. Usually, however, they could not recall the particular article they had read, but were able to name the periodical in which it had appeared.
15. The non-toddler group mothers had been exposed to a greater variety of the literature in the sample kit than the Toddler Group.
16. Both groups of parents were more familiar with Dr. Spock's Baby and Child Care and Parents' Magazine than with any other reading material in the sample kit.
17. Certain pieces of literature were indicated as being very useful by a few parents, but these same materials were unknown by the majority. This would appear to indicate a possible need for a wider distribution of parent education literature.
18. With regard to the favorable actions named, the non-toddler group mothers gave almost twice as many answers as did the mothers in the comparison group. Even so, there was only a slight difference in the categories of favorable actions mentioned by the two groups. The non-toddler mothers tended to be more specific in categorizing responses, while the toddler parents seemed to give more generalized answers.
19. Each of the twenty-one unfavorable actions listed was referred to by at least one of the forty parents interviewed. As many as five parents in one group and seven in the other complained of a specific, unfavorable action. A total of thirty-seven

references to unfavorable actions were given by the Non-toddler Group as compared to twenty-five by the Toddler Group. As with the case of favorable actions, the responses of the former group were again more specific than those given by the latter group.

20. As a whole, in considering all three of the behavior patterns discussed, language development, play, and anger, the parents could not recall whether they had obtained their ideas from reading. They generally cited either intuition or past experience.
21. The two groups of parents expressed similar desires regarding the future of their children, these being higher education, the development of a desirable personality, and the hope that they could provide their children with opportunities for wholesome growth and development of their potentialities.
22. On the whole, the mothers thought that the important thing for young parents to know in regard to rearing children was the importance of securing more training in preparation for becoming parents.
23. The desire expressed by the majority of parents for information and help was to have someone trained in the field of child development with whom they could confer when problems arose.

The data in this study indicated that the two groups of parents interviewed could not attribute the particular help they had obtained in



rearing children to specific sources. In general these parents desired, at least to some extent, more attainable information; however, it was indicated that there were more sources of help available than were being used.

Although comparisons between the two groups can be made in relation to individual questions on the interview guide, there seems to be no clear-cut trend which shows that the Toddler Group utilized more information or had more sources of help than the Non-toddler Group. This was in contrast to Harris' conclusion that the Nursery School Parents consistently utilized more information and more sources of information than did the non-nursery school parents.

This, then, would seem to indicate a need for more extensive research with larger samples. In addition, the study also suggests the need for more specific research in this area, for example:

1. A study to determine the extent to which physicians are being consulted by mothers of young children as sources of information concerning the child's social, physical, mental, and emotional growth; and to determine the sources utilized by the physician for responding to the mothers' inquiries.
2. A study of the practicality and effectiveness of televised parent education.
3. A study of the effectiveness of child guidance centers as sources of help and information concerning children.

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## APPENDIX

- A. Interview Guide
- B. Data Analysis Sheet
- C. List of Materials in Sample Kit

## APPENDIX A

## INTERVIEW GUIDE

## A. Background Data

## 1. Demographic Data

Child's name  
 Child's age  
 Child's sex  
 Place of birth

Number of other children in family  
 Age of others  
 Sex of others

Were you interested in preschool education for them? Why?

Length of marriage                      Was this the first marriage for husband  
 and wife?

Length of residence  
 Own/rent

Location of home (open country, cross-roads, hamlet (1-50),  
 village (50-250), town (250-2500))

Father's occupation

Father's age      Grade or college year completed      11 or 12 yr. system?

Mother's occupation (if she works outside home)  
 If other than housewife, type of work  
 % of employment

Mother's age      Grade or college year completed      11 or 12 yr. system?

Why did you decide to send your child to the Toddler Group?

## 2. Social Participation Scale

Names of all organizations in which either mother or father participate,  
 including church, Sunday School, circle or societies, PTA, etc. (civic,  
 social, or professional).

Name of organization?                      Member?                      Go to meetings?

Pay dues or make contributions?      Comm. membership?      Office held?



B. Services known, used, and desired

1. General inquiry around people and services or help

- a. During child's early infancy, (on first arrival at home with child, etc.) How did you know what to do? (bathing, feeding, changing, schedule demand, household routine, husband's participation, etc.)

WHO OR WHAT WAS MOST HELPFUL SOURCE OF INFORMATION?

(same three questions re later periods of child's life up to 3 yrs.)

CAN YOU RECALL ANY HELP, OR INFORMATION YOU WISHED YOU HAD?

- b. Did anyone come into your home or visit you?

WHAT HELP OR SERVICE, OR INFORMATION DID THEY GIVE YOU?

- c. Have you taken children (or gone yourself) to any place outside the home to get information or for consultation about the child?

WHAT HELP OR SERVICE, OR INFORMATION DID YOU GET?

- d. Have you ever been to any meetings, or heard programs about babies and small children?

What was discussed?

What did you learn?

2. Specific inquiry re available programs and services

- a. "We have here a list of places and services that sometimes do give people information about babies and small children, and I'd like to check it through with you."

Family doctor

Obstetrician

Pediatrician

Home Demonstration Agent

Club Leader

Member

Prenatal Health Clinic

Visiting Nurse - to verify birth

Mother-Baby Club or Well-Baby Clinic

Health Center

Caseworker from Children's division, Welfare Dept.

Church visitor

Minister

Church Nursery - leader, helper, parent discussion group

Church meetings or programs

PTA meetings, study groups

Did mother have Home Economics in high school? Years taken?

Home Economics Adult Class, nearby high school

Vocational Home Economics Teacher, Visit, consultation

Red Cross Course - First Aid & Safety; Mother-Baby Care

Library or bookmobile materials

Psychologist or psychiatrist

Family Service Ass'n Counselor  
 Company or firm medical or other consultant service  
 Day Care Center or Nursery School or Toddler Group  
 Any other

Are there any of these you have never heard of?

WHAT SERVICE, OR SOURCE OF INFORMATION WAS MOST HELPFUL?

What kind of help would you like to have?

What suits you best? Home visit, place for consultation, group meetings and discussions?

b. Newspapers and periodicals

Do you take a newspaper?

Publication? How often received? Read?

Articles about small children? known? read? how often?

Information gained? Helpful? What did you like about it?

WHAT KIND OF PUBLICATION WOULD YOU LIKE TO HAVE AVAILABLE FOR YOU? INFORMATION?

c. Radio and TV programs

Have you ever heard or seen any programs concerning small children on the radio or TV?

Programs known? heard?

Information gained?

Was it helpful?

WHAT KIND OF PROGRAM WOULD YOU LIKE TO HEAR OR SEE? INFORMATION?

d. Kit of materials

Which of these publications have you seen?

(be sure to state title into mike.)

WHERE OBTAINED?

Was it helpful? How?

(Skim through those publications mother has seen and get specific instances of information and help obtained.)

DID YOU LIKE IT? (or not like it)

WHAT KIND OF MATERIALS WOULD YOU LIKE TO HAVE?

3. General and specific questions about selected child development areas.  
 (Follow up on any leads arising out of interview thus far.)

a. What are some of the things--does that you think are pretty cute?

What have you been interested in as you've seen ----- develop, etc.?

What do you do about these developments, actions, tendencies?

Where did you get the idea to handle these things in this way?  
(Where did you learn about these things that ---- does?)

- b. What are some things that ---does that you think aren't so cute?  
What do you do when he does these things?

Where did you learn about what to do in these situations?  
Where did you get your idea of what to do? neighbor, mother,  
book, etc.?

c. Specific areas of development:

Physical:

1. Sleeping: How does ---do about sleeping?  
What did (or do) you do about this?  
Where did you get the idea to do this?

2. Feeding: Same three questions as above

Intellectual:

1. Language Development: Does --- ever talk to you?  
What do you think he's trying to say?  
How did you learn to understand what  
he's trying to say?  
Do you talk to him?  
Where did you get the idea to do this?
2. Memory: Have you noticed whether ---- seems to remember things?  
What sorts of things?  
How did you know he was remembering?  
How did you learn about this?

Social:

1. Play: Have you noticed (or been interested in) anything about  
the way --- plays? What?  
What do you do?  
How did you learn about this?
2. Relations to Parents: Have you noticed anything about how ----  
is with members of the family or other  
older people?  
What do you do?  
How did you learn about this?

Emotional:

1. Love: Does ---- ever seem to get angry, or mad?  
How can you tell?  
What do you do?  
How did you learn about this?
2. Anger: Does --- ever seem to get angry, or mad?  
What does he do?  
What do you do?  
How did you learn what to do about this?

3. Fears: Does ---- ever seem to show signs of fears?  
What does he do?  
What do you do?  
How did you learn what to do about this?

4. Review - Summary

What kind of person would you like ---- to be when he grows up?

What ideas do you have about the future for ----? (child's development patterns, your expectations, educational-financial plans, things you'll encourage, things you'll discourage, laying a groundwork for child's future, etc.)

WHERE DID YOU GET THESE IDEAS?

WHAT INFORMATION DO YOU THINK IS MOST IMPORTANT FOR YOUNG PARENTS TO HAVE?

Of all the sources and possibilities for help, and the help you have actually had, which do you think was the most important, the most helpful?

If you could have any kind of help you'd like to have in the past, now, or in the future, what would it be?

Do you know a couple with a child of the toddler age child who is not in the toddler group whom you would consider on about the same socio-economic scale that you think would not mind being interviewed?

## APPENDIX B

INTERVIEW DATA SHEET

(Revised after Pretest, February, 1957)

I. Background DataCHILD'S NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

Place of birth \_\_\_\_\_

Special information: \_\_\_\_\_

Number of other children in family \_\_\_\_\_ Ages \_\_\_\_\_ Sex \_\_\_\_\_

Were you interested in preschool education for them? \_\_\_\_\_  
Why? \_\_\_\_\_

Home &amp; Family: Length of marriage \_\_\_\_\_ First, second, etc. \_\_\_\_\_

Length of residence \_\_\_\_\_ owner \_\_\_\_\_ Location \_\_\_\_\_  
renter \_\_\_\_\_FATHER: Occupation \_\_\_\_\_ Distance to job \_\_\_\_\_ Age \_\_\_\_\_  
(type co. & job)

School year completed \_\_\_\_\_

Social Participation (Enter name of organization. Check under appropriate column)

<u>Organization</u>	<u>Member</u>	<u>Go to</u>	<u>Pay or</u>	<u>Comm.</u>	<u>Officer</u>
		<u>meetings</u>	<u>Contribute</u>	<u>Mr.</u>	

MOTHER: Occupation \_\_\_\_\_ Distance to job \_\_\_\_\_ Age \_\_\_\_\_

School year completed \_\_\_\_\_

Social Participation: (give name of org.: write yes/no or ND)  
Check under appropriate column)

<u>Organization</u>	<u>Member</u>	<u>Go to</u>	<u>Pay or</u>	<u>Comm.</u>	<u>Officer</u>
		<u>Meetings</u>	<u>Contribute</u>	<u>Mr.</u>	

Child sent to Toddler Group because \_\_\_\_\_

II. Services Known, Used, DesiredGENERAL: (Record for each response what information obtained, was it helpful, liked, and enjoyed.)

a. How did you know what to do?

Source most helpful?

Information or help you wished for?

- b. Any home visit sources of help? (information obtained, helpful, liked?)
- c. Any consultation outside home? (information obtained, helpful, liked?)
- d. Group programs, activities, or services (information obtained, helpful, liked?)

SPECIFIC: (For each affirmative answer, note number below under "comments" and note whether home visit, outside consultation, group meeting; help or information relative to child; helpful, liked.)

- |  |   |
|--|---|
| _____ 1. Family doctor                     | _____ 14. PTA                           |
| _____ 2. Obstetrician                      | _____ 15. Home Ec. in High School       |
| _____ 3. Pediatrician                      | Years taken _____                       |
| _____ 4. Home Demonstration Agent          | Child Care Unit _____                   |
| _____ 5. Home Dem. Club leader or member   | _____ 16. Home Ec. Adult Class          |
| _____ 6. Prenatal Clinic (Health Dept.)    | _____ 17. Voc. Home Ec. Teacher Visit   |
| _____ 7. Visiting Nurse                    | _____ 18. Red Cross Class, first-aid    |
| _____ 8. Mother-Baby Club/Well-Baby Clinic | _____ 19. Red Cross Class, home nursing |
| _____ 9. Caseworker, Welfare Dept.         | _____ 20. Red Cross Class, Mother-Baby  |
| _____ 10. Minister                         | _____ 21. Library or bookmobile service |
| _____ 11. Church Visitor                   | _____ 22. Psychologist or psychiatrist  |
| _____ 12. Church Nursery                   | _____ 23. Family Serv. Ass'n. counselor |
| _____ 13. Church activities or programs    | _____ 24. Company or Firm Medical or    |
|  | Consultant Service                      |
|  | _____ 25. Day Care Center, Nursery      |
|  | School, Toddler Group                   |
|  | _____ 26. Any Other                     |



Service or information most helpful:

Service, information, or help desired:

NEWSPAPERS AND/OR MAGAZINES KNOWN OR READ:

<u>Periodical</u>	<u>How Often</u>	<u>Information Obtained</u>	<u>Helpful?</u>
-------------------	------------------	-----------------------------	-----------------

Publication desired:

RADIO & TV PROGRAMS KNOWN AND/OR HEARD:

<u>Program</u>	<u>How Often</u>	<u>Information Obtained</u>	<u>Helpful?</u>
----------------	------------------	-----------------------------	-----------------

Program desired:

PRINTED MATERIALS KIT, KNOWN AND/OR USED:

<u>Title</u>	<u>Where Obtained</u>	<u>Information Obtained</u>	<u>Helpful?</u>
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### III. Selected Child Development Areas

#### GENERAL:

"Favorable" things child has done:      Mother's Actions:      Where learned:

"Unfavorable" things . . . . .:      Mother's Actions:      Where learned:

#### SPECIFIC:

Physical:

Sleep:

Mother's Actions:      Where learned:

Feeding:

Mother's Actions:      Where learned:

Intellectual:

Language development:

Mother's Actions:      Where learned?

Memory:

Mother's Actions:      Where learned:

Social:

Play:

Mother's Actions:

Where learned:

Relations to Parents/Other Adults

Mother's Actions:

Where learned:

Emotional:

Love:

Mother's Actions:

Where learned:

Anger:

Mother's Actions:

Where learned:

Fears:

Mother's Actions:

Where learned:

REVIEW:

Ideas and expectations about future:

Most important information for young parents to have:

Most helpful source thus far:

Service or help desired:

Comments:

## APPENDIX C

## LIST OF MATERIALS IN SAMPLE KIT\*

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